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1999

AGENDAS/MINUTES
SPECIAL EDUCATION ADVISORY COMMITTEE
OF THE REGION OF HAMILTON-WENTWORTH

APRIL 28, 1999 ...



URBAN
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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CA3 ON HW W26
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SPECIAL MEETING

URBAN MUNICIPAL

APR 27 1999

GOVERNMENT DOCUMENTS

April 23, 1999

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(B. Shepard (Chair), Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, C. Shackell, V. Kerr Jaskiewicz, B. Nabuurs, R. Peters, B. Pupols, B. Shields, D. Stupple, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, April 28, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An Agenda is attached.

Yours truly,

M. Matier
Director of Education and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard - **SEAC Chair**
V. Wylson-Sher - **SEAC Vice-Chair**

Elected Officials of the Board

Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell, Catherine
B: 523-6760 H: 628-0623

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Nalda
B: 385-5391 or 521-2100 Ext. 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B: 523-8600 Ext 2150
MacKinnon, Barbara [Alternate]
B: 523-8600 Ext 3609
H: 627-7775

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H: 387-4182
Jackson, Kathi [Alternate]
H: 304-7878

Ontario Psychological Association
[Vacant]

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
Superintendent of Instructional Services

Harper, Nancy
Special Education
Co-ordinator

Hamilton-Wentworth Elementary Teachers' Local
Crechiola, Sharon
c/o Queensdale School

PC-21 Principals' Council

Dowling, Wilma
c/o Education Centre

Hamilton-Wentworth Principals' Association
Moncur, Gary
c/o Memorial School (County)

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax – 521-2544

4/21/99

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
April 28, 1999

Location: Board Room, Education Centre — **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda
3. Approval of the minutes – March 24, 1999
4. Remarks – Chair

5. "Pathways" Report — T. Cupido

6. **Special Education Report**
   (a) Special Education Plan – **See separate package**
   (b) Revised SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan and Dissenting Report — B.Shepard/V.Wylson-Sher

—— **FIVE-MINUTE B R E A K** ——

7. **Business Arising from the Minutes**
   (a) Update re Vocational Education Program — E. Bond
   (b) Agenda Planning — Members
   (c) Special SEAC Meeting Date – May 12, 1999 — Members
   (d) Special Education Budget and Staffing **[Timed – 8:45 p.m.]** — D. Grant/K. Waters/K. Bain/M. Botting
   (e) SEAC Flyer — B. Shepard/N. Harper

8. **Updates**
   (a) Members
   (b) Committees

9. **Correspondence**
   (a) Hamilton-Wentworth Community Care Access Centre re Request for Proposals Process for Therapy Services

10. **Distribution**
    (a) Memorandum from the Ministry of Education and Training re Portability
    (b) OPSBA Response to the Expert Panel Report
    (c) Westmount Secondary School Congregated Gifted Programme Brochure – **See separate package**
    (d) Minister's Advisory Council on Special Education Report

11. **Adjournment**

Future Meetings

Regular Board	Thursday, April 29, 1999	8:00 p.m.
Education Committee	Thursday, May 6, 1999	7:00 p.m.
Board	Thursday, May 13, 1999	8:00 p.m.
Business Committee	Thursday, May 20, 1999	7:00 p.m.
Board	Thursday, May 27, 1999	8:00 p.m.
Special Education Advisory Committee	**Wednesday, May 26, 1999**	**7:15 p.m.**

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

D R A F T

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
MARCH 24, 1999

Present:
B. Shepard, Association for Bright Children, Chair of SEAC
J. Bishop, Trustee
R. Mulholland, Trustee and Chair of the Board
S. Andersen, Hamilton and Wentworth Councils of Home and School Associations
D. Bucsis, Learning Disabilities Association of Hamilton-Wentworth
H. Bushey, CHOICES, Supporting People with Developmental Disabilities
K. Jackson, Hamilton and Wentworth Councils of Home and School Associations [alternate representative]
A. Kappheim, Association for Bright Children [alternate representative]
B. Nabuurs, Hamilton-Wentworth Community Care Access Centre
T. Parker, Learning Disabilities Association of Hamilton-Wentworth [alternate representative]
R. Peters, Canadian National Institute for the Blind (CNIB)
B. Pupols, Down Syndrome Association of Hamilton
C. Shackell, Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
B. Shields, Hamilton Association for Community Living
D. Stupple, VOICE – for hearing impaired children
C. Vidic, Children and Adults with Attention Deficit Disorders (ChADD)
C. Vlahovich, The Children's Aid Society of Hamilton-Wentworth
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter, Vice-Chair of SEAC

Regrets:
N. Dalziel, Hamilton District Society for Disabled Children
B. MacKinnon, Hamilton-Wentworth Community Care Access Centre [alternate representative]

In attendance:
M. Botting, Superintendent of Instructional Services
K. Waters, Superintendent of Education - Secondary West
N. Harper, Special Education Co-ordinator

Also in attendance:
W. Dowling, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association (HWPA)

B. Shepard called the meeting to order at 7:15 p.m.

2. Approval of Agenda

It was moved by B. Pupols: That the agenda be approved.

It was noted that item 8(c) Board Motion and Report re Continuance of Vocational Education Program had to be deferred to the April meeting as E. Bond was not in attendance.

To the motion, as amended, **CARRIED**.

3. Approval of the Minutes – February 24, 1999

It was moved by C. Shackell: That the minutes of February 24, 1999 be approved.

In response to a question, N. Harper affirmed that the phrase "**educational students**" in item 5(b) (ii) re Update on Educational Assistant Allocation should read "**educational assistants**".

To the motion, as amended, **CARRIED**.

4. Remarks - Chair

B. Shepard commented on the difficulty of shortening the SEAC agenda given the many issues which need to be addressed by the Committee. She asked the members to consider possible solutions, e.g. additional meetings, longer meeting times (this could impact on quorum), or prioritizing the agenda items. The members agreed to discuss this issue after the break.

5. Presentation re Accessibility (Barrier-Free) "Pathways" Policy

In providing an overview, M. Botting recalled that a report on Mountain Schools Barrier-Free Accessibility Plan was presented to SEAC last year. At that time, the members felt that the issue of accessibility should be addressed throughout the system and considerable opportunities be accorded special students to attend their home school.

M. Botting said the Pathways Committee was struck to oversee the planning for the accessibility needs of the students and assist in the development of the Board's Accessibility (Barrier-Free) "Pathways" Policy. She noted further that school principals need to work with the parents regarding the limitations of the home school and the choices available to them. M. Botting then introduced the members of the Pathways Committee: Bev Laporte, Principal of Sir Isaac Brock School; Jim Lindsay, Principal of A. M. Cunningham School; Jim Mackrory, Principal of Cardinal Heights School; Brenda Mohoruk, Principal of Holbrook School; Don Morrow, Principal of Huntington Park School and D. O'Connor, Manager – Design Services.

Using an overhead, D. Morrow discussed the essential information parents want to know, i.e. facilities, expertise, opportunities and options available for the students now and in the future. In looking at this area, D. Morrow stressed the need to focus on a secure environment for the students, protecting the rights of students as well as the efficient utilization of resources (financial, human and community) in meeting student needs within the school board and throughout the province.

J. Lindsay reviewed the operational procedures outlined in the draft policy, emphasizing:

- the intent to permit adequate dialogue for parents throughout the planning and decision-making process for special needs students;
- if a "Pathways" school is determined, the student can stay with the program until the Ontario Academic Credit (OAC) level.
- student needs should be assessed each year; the situation could be more challenging for students with deteriorating/trauma-induced condition.

D. O'Connor spoke on the process involved in the selection of the preliminary "Pathways" schools, noting the brainstorming involved in reviewing both city and county schools. Referring to the Draft Preliminary "Pathways" Schools list, D. O'Connor indicated that the 34 elementary schools selected

represent about 30% of the total number of all elementary school buildings/facilities and the 12 secondary schools identified account for 66% of the total secondary schools in the area.

Referring to the accommodation and school closure issues to be reviewed by the study areas committees, D. O'Connor offered the following clarifications:

- The schools on the draft Preliminary "Pathways" list were not previously identified for potential closures; the Pathways school plan will be pursued regardless of any decisions resulting from the accommodation review.
- With a budget of about $200,000 to $250,000 for the Pathways school plan, some schools will require significant renovation while others will need minimal modifications. These renovations could be addressed through the capital expenditures budget or long-term budget planning. The Pathways school plan will be included in the Board's budget process for this year.
- "Dependent" barrier-free accessible accommodation provides accessibility to handicapped students but they will still require assistance in handling doors/latches. For existing doors, it is the intent to convert to automatic ones. The proposed Pathways school plan provides for dependent barrier-free accessible accommodation. "Independent" accessibility would require changes to door hardware, e.g. replacing all doors and latches, resulting in additional expenditures.

In providing the following suggestions for further review and consideration, J. Bishop noted that although the presenters spoke about the need for collaboration of all the stakeholders to the pathways school plan, the written report failed to reflect this. She felt the report should be referred back to the Pathways Committee.

- Review and revise the language and tone of the report. She found clause e) under Rationale offensive and requested this be deleted.. Clauses 7.2 and 7.4 under Process should include input from a medical practitioner (e.g. doctor).
- The Pathways school plan should be linked with the educational process. Recalling the set of criteria established during the 1988 accessibility review, J. Bishop felt it would be helpful to look at and consider these criteria during the planning process for the Pathways school.
- The definition of accessibility should be clearly delineated in the "Pathways" policy.
- The report should provide more planning details on how our board intends to provide appropriate accessibility accommodation to its special needs students, particularly those in middle schools on the mountain. There should be a clear overview of what the schools will look like by the year 2000.

Referring to clause 3.0, Targeting Needs, B. Shields suggested providing some discussion on the typical special needs students and the Board's strategies in lobbying the Ministry of Education and Training on accessibility issue.

A. Kappheim referred to the committee which is presently reviewing the issue of relocation of special class programming, stating that it would be appropriate to link the Pathways school planning with the work of this committee.

H. Bushey emphasized that the Pathways policy should say where the central resources are and be able to present all available options to the parents.

Further clarifications were offered as follows:

- In reply to a question regarding legal implications, it was clarified for the members that school boards are not compelled to effect all the changes to meet the accessibility needs in the schools.
- Several factors will need to be considered in terms of determining the appropriate modifications to the Pathways schools, e.g. the age/structure of the buildings, floor space and the required financial resources. Consultation with the Superintendents of Education will take place.
- It is the responsibility of the school principals to look at and identify the options available and communicate these to the parents to enable them to make the choice.

It was moved by B. Shields: That the Report re Accessibility (Barrier-Free) "Pathways" Policy be referred back to the Pathways Committee for revisions, taking into consideration the input from SEAC.
CARRIED.

On behalf of the members, the Chair thanked the presenters.

6. Gifted Programming and Resource Support at Westmount Secondary School

Ken Waters (Superintendent of Education – Secondary West), Peter Nilsson (Principal of Westmount Secondary School) and Paul Smith (Vice-Principal of Westmount Secondary School) were introduced.

Referring to her previous request for SEAC to be apprised on the elimination of the Gifted Learning Resource Teacher at Westmount School, A. Kappheim resurfaced the following concerns:

- The school council and SEAC were not consulted regarding this matter.
- This position was attached to the gifted program for about 12 years and its loss resulted in the students having to forego the expertise and opportunities this resource teacher had been bringing into the program.
- This was contrary to the (a) Ministry's direction of maintaining the present level of special education services during the transition period for the amalgamation of school boards; and (b) recommendations of this board's Special Education Transition Committee, particularly in the area of review of placement options, staffing/allotment of special education teachers based on school population and needs.
- The Ontario Secondary Reform document supports the rights of identified special needs students to have access to special education programming.
- There should be accountability for system-based programs which include special education.

A. Kappheim requested P. Nilsson to apprise the members on the status of the Gifted annual review (IPRC) at Westmount School.

In reaction to the preceding concerns, P. Nilsson offered the following clarifications:

- The Westmount School Council was informed about the issue on two separate occasions: at the November 1998 and January 1999 in-school meetings; the same information was provided in the school's February 1999 newsletter.
- The gifted IPRC annual reviews have been 40% completed, the remaining 60% will be dealt with in the spring.
- Currently, school staffing is based on the Ministry's new funding model; staff assignment is based on credit-generating classes.

- To address the transition, Westmount School has introduced the Teacher Advisor program with assistance from Guidance. The focus at this time is on having a staff who could assist in meeting the needs of not just the gifted student population but those of the other special needs students in the school. School officials are attempting to "stretch" the resources available to Westmount students.
- The gifted programming is considered a "means" of meeting the needs of gifted students in a congregated setting. In terms of funding for the program, the board could apply for funding either through the special education funding or the new funding model but not both ways.
- Although considered a special program, the gifted programming, per the Ministry's current directives, does not constitute a "legal" special class which would require a school to change its structure to accommodate the delivery of the service.

In explaining the secondary school staffing process, K. Waters noted the following:

- Secondary schools staff only during the first semester.
- Staffing after amalgamation was based on three collective agreements – those of the predecessor boards and the new board (which was finalized last fall).
- The following resulted in significant implications to staffing:
  - ⇨ the rigid new funding model and the complications arising from Intensive Support Amount (ISA) grants
  - ⇨ the major differences in how the former boards deliver special education programming
  - ⇨ the impact of the Ministry's requirements in terms of the staffing ratio and "credit grants" students
- Learning resource staff are regular teachers and staffing has been based on the level of needs in the schools across the system.

Sharing the members' sentiments and resolve to come up with the appropriate solution to the problem,

It was moved by D. Stupple: That A. Kappheim, P. Nilsson, P. Smith, B. Shields and C. Vidic comprise an ad hoc committee to (a) look at solutions to the problem of resource support for Gifted programming and formulate recommendations to the Board and (b) send a letter to the Ministry of Education and Training expressing SEAC's concerns regarding this issue.
CARRIED.

The Chair expressed the committee's appreciation to Messrs. Waters, Nilsson and Smith for coming to SEAC.

7. Special Education Report

(a) (i) Draft Special Education Plan

In apprising the members about the progress of the steering committee overseeing the Special Education Plan, N. Harper noted that the Interim Criteria for Identification and Admission and Demission Criteria for Special Class Programs will not be ready for inclusion into the Special Education Plan as further review and input from SEAC is required.

After some discussion, the members agreed to include a notation in the Board's submission stating that both sets of criteria could not be included as these require further consideration and approval by SEAC and the Board.

The members concurred that a special meeting of SEAC (between the April and May SEAC meetings) may be required to deal with these criteria; the date of May 12, 1999 was suggested. The Chair felt this could be addressed at the April SEAC meeting.

(a) (ii) Questions in Part 2 of Annual Review of the Special Education Plan/SEAC Response

The members' suggestions for further review and consideration were provided as follows:

- Emphasize the impact of funding on the gifted programming.
- Review of programs and placement options for exceptional students.
- Raise SEAC's concerns with the Ministry regarding programming for students not meeting credit requirements.
- SEAC and the Board should develop an appropriate course of action on what needs to be done in providing information to parents on the range of placements for exceptional pupils (e.g. compilation of a listing of services available to all exceptional students).
- Provide a separate section for issues which SEAC wants the Board to address.

B. Shepard and V. Wylson-Sher agreed to revisit the draft SEAC Response to Annual Review of Special Education Plan, taking into consideration the members' input, and bring back a revised document at the next meeting.

It was moved by B. Shields: That the Board commit to a review of the range of placement options available to all exceptional students starting with the developmentally delayed students.

B. Shields accepted as a friendly amendment J. Bishop's suggestion of re-wording the motion with the following phrase "*a review of programs and the range of placement options*".

To the motion, as follows, **CARRIED**:

It was moved by B. Shields: That the Board commit to a review of programs and the range of placement options available to all exceptional students starting with the developmentally delayed students.

When it was noted that the time was 9:15 p.m.,

It was moved by D. Bucsis: That SEAC continue to meet until 9:55 p.m..
CARRIED, 13 IN FAVOUR, 2 OPPOSED

(b) Balancing of Regular and Special Education Classes

M. Botting advised that school principals were surveyed, through the efforts of the Principals' Advisory Committee, on whether to support an increase in the number of special education teachers or special education classes. It was the overall consensus that expansion should occur in both areas.

The members were advised further that Executive Council approved the hiring on a term basis of E. Hipkiss, recently retired school principal from the former City Board, to provide administrative support/assistance in reviewing special education classes and staffing (elementary and secondary schools). Several principals' meetings will take place and the key tasks for consideration will be the (a) possible restructuring of special education for the coming year, (b) location of special education classes throughout the system and (c) response to increasing number of IPRCs.

The following clarifications were provided in response to further questions:

- Until a new set of criteria for identification is approved by the Board, the existing criteria of the predecessor boards will be utilized in IPRC reviews.
- In accordance with the Ministry's regulations, SEAC will be provided the opportunity for input and involvement in the Board's budget process relating to special education programming.

(c) Upcoming Identification, Placement and Review Committee (IPRCs)
This item was not considered.

8. Business Arising from the Minutes

(a) Update re SEAC Flyer

It was moved by B. Shields: That the SEAC Flyer be approved.

J. Bishop and R. Mulholland requested that the flyer reflect their home phone numbers.
R. Peters asked that the phrase "and business" be deleted for CNIB.

To the motion, as amended, **CARRIED**.

(b) "Store Front" for Resource Teachers
The members were advised that this workshop will take place on Wednesday, April 28, 1999 from 3:30 to 5:30 p.m. at Sir Allan MacNab Secondary School. The following volunteered to represent SEAC to this event: B. Nabuurs, R. Peters, B. Pupols, C. Shackell and D. Stupple.

9. Updates – Members/Committees
No discussion due to lack of time.

10. Correspondence
Nil.

Adjournment

It was moved by H. Bushey: That the meeting be adjourned, this being done at 10:02 p.m.
CARRIED.

rt

#5





Policy No. 000
Accessibility (Barrier-Free) "Pathways" Policy

Date Approved: 00/00 **Projected Review Date: 00/00**

POLICY STATEMENT: It is the policy of The Hamilton-Wentworth District School Board to educate all students whenever possible in the home school. The ideal would be to provide the student independent barrier free access to all aspects of the school's programs. The Board is to have an ongoing strategic plan for new construction and renovation projects that includes barrier-free accommodation.

Responsibility: Superintendent of Instructional Services
Superintendent of Plant

Rationale

a) Student needs may include social, emotional, behavioural, physical as well as cognitive/academic.

b) When expertise, specialized equipment or a safe, secure environment is not practical at the home school, parents will be given a choice regarding an alternate site, a "Pathways" school.

c) To meet highly specialized needs of a student, a transfer to (other provincial facilities) or services provided by other boards of education may be considered.

d) Parents will be partners in the planning and decision-making for special needs students. The Hamilton-Wentworth District School Board has a responsibility to use resources in a practical, efficient manner.

Operational Procedures

1.0 Expectations for Accommodations

1.1 All stakeholders are to be involved in the development of the Board's ongoing strategic plan, which includes barrier free accommodations. The two concepts of barrier-free accessibility are to be reviewed in this report.

Dependent Barrier-free Access: accepts that students with disabilities will require significant ongoing assistance from students, staff and educational assistants to function within a school (operating elevators/lifts, opening doors, drinking fountains, etc).

Independent Barrier-free Access: accepts that students with disabilities will require minimal ongoing assistance to function within a school.

1.2 An annual report and the strategic plan will be presented prior to the annual budget process to the board.

1.3 Accessibility issues should be addressed in all accommodation planning.

2.0 Process

The sequence of steps for a school to follow are described below:

2.1 Parent of student makes a request for child to attend home school.

2.2 Home school principal identifies with parent what is needed and what is requested.

2.3 Home school Principal collaborates with all partners (for example, parents, child advocates from appropriate associations, Superintendent of Education, Superintendent of Plant, Superintendent responsible for Special Education, support staff, Early Childhood Education Consultant) regarding the following issues:

a) Identify what accessibility features are reasonable and are currently available within the home school
b) Identify the "Pathway" option.

Note: When the Principal develops the options to be provided "within the school," six measures are to be applied to each option:

i) academic, social, physical and medical needs
ii) safety
iii) advantages and disadvantages
iv) options
v) long term individual education plan
vi) transportation

2.4 The home school Principal meets with the parent to describe what is available. The options described in 2.3 (i-iv) will be thoroughly discussed with the parent to assist the parent in making a choice. Child advocates from appropriate associations are welcome partners in the meeting.

2.5 The parent makes a choice from one of three possibilities:

a) The home school with knowledge of limitations
b) A system I.P.R.C. to consider placement in a special class, with knowledge of limitations through determination and I.P.R.C. placement
c) The Pathway school which is accessible

If the parent is unable to make a choice, the parent may choose to consult with other Board supervisory staff.

2.6 When a parent chooses a Special Class or a "Pathways" school, other than the home school, the home school principal is to schedule an intake meeting with the receiving school. This process should be discussed at an intake meeting wherever students are in transition (Early Identification, Junior to Middle School, Elementary to Secondary Composite or Vocational School). All necessary partners should be in attendance. These can be:

a) Parent
b) Home and receiving school staff
c) Board resource staff
d) Agency personnel
e) Other appropriate support advocates

2.7 A letter of agreement is developed with parent and appropriate Principal(s) signing. The letter will:

a) State a "start" timeline for the agreement
b) Indicate a "review" date for review of the agreement. This date is to be part of the IEP review. Agreement must include outline of process used, choices offered and parent choice.

3.0 Long-term Individual Education Plan (I.E.P.)

A long-term I.E.P. will be developed for all students who have ambulatory/mobility needs. The goal of the I.E.P. will be to:

3.1 Provide stability and predictability for the student and his/her family.
3.2 Facilitate ease of access to outside agencies and support service caregivers.
3.3 Enable students to establish and maintain long-term social and emotional relationships through an established "Pathways."
3.4 Reduce the restrictions placed on the individual, throughout his/her educational career.
3.5 Reduce the number of school transfers in his/her educational career.
3.6 Reduce travel and the time taken for transportation.
3.7 Facilitate the request for special education funding (Intensive Support Amount - ISA claim) if needed.

Reference:
Human Rights Code
Education Act
Ontario Building Code and its companion acts and regulations
Ontario Fire Code
Transportation Policy
Trip Policy

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

MAY 1999

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THE SPECIAL EDUCATION PLAN

ACKNOWLEDGEMENTS

In accordance with the March 6, 1998 memorandum from the Ministry of Education and Training, this first Special Education Plan of the new Hamilton-Wentworth District School Board details how the resources allocated for special education are used to meet the needs of all the exceptional students of the board. As per Regulation 464/97, the board's Special Education Advisory Committee (S.E.A.C.) was involved at all stages in the development of the plan which is the result of collaboration and consultation with a wide range of stakeholders, including:

Board Trustees
Finance, Human Resources, Public Relations departments
Instructional Services departments (Communication Services, Curriculum, Psychology, Section 27, Social Work, Special Education)
Principals/Vice Principals
S.E.A.C.
Senior Administrators
Teachers

Schools were invited to submit comments on philosophy of programs and services as well as programs and services available regardless of category of exceptionality. All submissions were considered in the development of these two areas.

Vicki Kerr-Jaskiewicz and **Carmela Vidic** are S.E.A.C. members who sat on the committees which developed the sections on the IPRC process and the Parents' Guide.

A steering committee was established to provide input and guidance throughout the development of the Special Education Plan. Members included:

Beverly Shepard, **Bryan Shields** (S.E.A.C. members)
Gail Mote (Elementary resource teacher)
Gary Poot (Secondary vice-principal)
Judith Bishop (Board Trustee)
Leah Schwenger (Elementary vice-principal)
Nancy Harper (Coordinator of Special Education)

Updates at the board's Special Education Advisory Committee's monthly meetings ensured that S.E.A.C. had ongoing opportunity for input.

Input regarding graphic identity and editing of the plan was provided by **Jane Allison** (Public Relations department).

Joanne Mann, Secretary to Special Education Department, provided expertise for the typing of this document.

THE SPECIAL EDUCATION PLAN

ANNUAL REVIEW PROCESS

The annual review process will be conducted in accordance with the requirements and timelines outlined annually by the Ministry of Education and Training and Regulation 306.

As part of the annual review process, consultation will occur with all pertinent stakeholders, including the board's Special Education Advisory Committee.

Prior to submission to the Ministry of Education and Training, the amendments to the Special Education Plan will be presented annually to S.E.A.C. and to the Trustees for approval.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Reference Manual (Appendix I) outlines the function of S.E.A.C. in the Hamilton-Wentworth District School Board:

- ❑ Roles and responsibilities
- ❑ Meeting times, places, format and open to public
- ❑ Nomination process
- ❑ Members' contact information
- ❑ Names and affiliation of members

NOTE:
Throughout this Special Education Plan, the term "parent" includes "guardian".

THE SPECIAL EDUCATION PLAN

EARLY IDENTIFICATION/PREVENTION PROCEDURES

As a result of the amalgamation of The Wentworth Board of Education and The Board of Education for the City of Hamilton, plans to revise procedures for the new board have been scheduled for the spring of 1999. The new Early Identification Plan will include The Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior Kindergarten and Senior Kindergarten.

Easing transition into elementary school:

A school entry committee consisting of representatives from preschool agencies and support staff from The Hamilton-Wentworth Catholic District School Board and The Hamilton-Wentworth District School Board meet regularly to plan for the successful school entry for students with special needs.

School board support staff provide inservice annually to preschool resource teachers on topics related to school entry (e.g., availability of school services, ISA claim process).

A parent information night presented by members of the school entry committee provides an overview of the transition process to JK/SK programmes as well as specific programs and services available in each board.

Parents are encouraged to complete a Student Information Sheet early in the year preceding possible school entry. This information sheet for public school students is sent to our Early Childhood Education Consultant who collates the information and sends it to each child's home school.

Principals are to determine the need for preparing an ISA claim and coordinate the submission of data according to our board's process and timelines.

Each spring a series of sharing meetings is coordinated by the Early Childhood Education Consultant. A meeting for each JK/SK student with special needs is held in a central site. In attendance are parents, home school staff, Early Childhood Education Consultant, a member of the Augmentative Communication Team, a Special Education Consultant or Coordinator and pertinent Community support

personnel (e.g., preschool teacher, School Health Support Services representative). The purpose of these meetings is to ensure that a transition plan is established to provide for a successful entry into elementary school. Each student's strengths and needs are presented, required equipment and services are determined and plans made for September placement and programming.

THE SPECIAL EDUCATION PLAN

INFORMAL APPROACHES TO SOLVING PROBLEMS PRIOR TO IPRCs

Schools will ensure that parents are kept informed of their child's progress. The school, with its support services, will endeavour to help the pupil meet his/her potential. If there are concerns, or further supports are required, then a series of school meetings would take place to problem-solve programming issues. If further consultation is required a system meeting could be held for input from System Support staff and community personnel. Schools will be expected to involve the parents through the process and to provide them with a copy of "A GUIDE TO SPECIAL EDUCATION for Parents and Pupils" if it appears that their child might require special education support. These steps will meet the needs of many pupils. However, for some pupils further special education programming is required. A decision may be made to proceed to an IPRC to determine if the pupil meets criteria to be identified as exceptional.

IPRC process (per Regulation 181)

1. **Informing parents of the IPRC process:**
   (a) No later than 30 days prior to the date of IPRC the presenting school is notified of the date, time and location.
   (b) At least 10 days in advance of the meeting, through the school, the parents of the pupil will receive written notification. If the notification of meeting is sent by mail, it must be mailed at least 17 days prior to the IPRC date.
   (c) If parents are unable to attend an IPRC but wish to be present, every effort will be made to accommodate the parents' schedule(s).
   (d) The school informs the parents and/or the pupil of the Special Education Advisory Committee and its role.
   (e) In addition to the notification of an initial IPRC the parents of the pupil are to receive the Parents' Guide in appropriate format.

2. **Parent Involvement:**
   (a) The school will give the parents of the pupil a copy of any information that will be considered by the IPRC.
   (b) The parents of the pupil must be invited to attend and participate in all committee discussions and decisions.
   (c) The parents have the right to request the attendance of others at the IPRC meeting.

(d) If the parents agree with the IPRC's determination, they will be asked to indicate, by signing their name(s), that they are in agreement.
(e) If the parents do not agree with the decision they have 15 days following receipt of the decision to give written notification to the Secretary of the Board.

3. **Gathering Information:**
Upon making the decision to go to IPRC, the school is to begin gathering information for the IPRC. Information gathered may include:
(a) educational background
(b) system meeting or IPRC documentation
(c) parent information form
(d) medical or outside agency reports, as appropriate
(e) standardized test/reports
(f) curriculum-based assessment, diagnostic tests and checklists
(g) report cards
(h) work samples
(i) statement of draft Needs and Strategies.

4. **Identification:**
The IPRC's written Statement of Decision will state:
(a) whether the IPRC has identified the student as exceptional
(b) the specific exceptionality/exceptionalities as per Ministry definitions and Board-approved criteria.

5. **Statement of Needs:**
The Statement of Strengths and Needs should:
(a) include individualized statements addressing academic, social/emotional and/or physical needs;
(b) be completed in draft form by the referring school with parent and/or student input;
(c) be included in draft form in the IPRC package;
(d) be reviewed in its draft form at the IPRC;
(e) revised at the IPRC, if necessary.

6. **Recommending Placement:**
(a) The IPRC will decide in favour of placement in a regular class with special education services if the committee is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parents' preferences.

(b) If the committee decides that the student should be placed in a special education class then the committee must state the reason(s) on the Statement of Decision.
(c) In making their decision, the committee must take into consideration the board's admission criteria, the needs of the student, the wishes of the parent and the recommendation of the referring school.
(d) The decision of the committee will be written on the Statement of Decision.

7. **Annual Review IPRCs:**
A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
A Review IPRC considers the same information as an Initial IPRC.
The committee will review:
(a) the progress the student has made in relation to the IEP, with written permission of a parent;
(b) the placement and identification and decide whether they should be continued or whether changes should be made.

8. **Requests for reviews:**
A review IPRC may occur if:
(a) the student's special education placement has been in effect for three months, but may not be made more often than once in every three month period, and
(b) a parent requests a Review IPRC in writing to the principal or if the principal of the school gives written notice to the parents.

9. **Meeting with parents prior to rendering the decision to the Board:**
The IPRC will render its decisions of identification and placement to the parents prior to any decisions rendered to the board. As soon as possible after the IPRC meeting, the chair shall send a copy of the Statement of Decision to:
(a) the parents
(b) the pupil, if 16 years of age or older
(c) Special Education Services
(d) the principal who made the referral, for inclusion in the OSR.

10. **Communicating decision to Board:**
    Each school is to submit a copy of the IPRC Statement of Decision form to the secretary of Special Education Services. A board-wide computer program to track a variety of information including information related to the IPRC process, is currently being developed. Target date for full implementation is Fall, 1999. Once this system is ready for use, the schools and special education department will have clear responsibilities for inputting data. Information relating to IPRC decisions at both the school and system levels will be downloaded from the computer system to provide specific details to the Board.

11. **Parents' Guide - See Appendix II.**

12. **Process for resolving disputes:**
    Throughout the entire IPRC process, schools will work with parents to resolve any disputes. The principal will be responsible to ensure that parents understand their rights, that parents have a copy of the Parents' Guide, and that any concerns are addressed in an atmosphere of cooperation and respect. A special education consultant, the special education coordinator, the school's Supervisory Officer and the Superintendent of Instructional Services are available to assist both schools and parents with the process for resolving disputes.

13. **IPRC Process:**
    Guidelines have been prepared to assist schools to conduct the IPRC process in accordance with Regulation 181. These guidelines are included as Appendix III.

THE SPECIAL EDUCATION PLAN

APPEAL PROCESS

Mediation Options

The following steps will be offered to parents in the event that they wish to consider an appeal as per Regulation 181:

STEP:

1. Chair of the IPRC will offer to re-convene the members of the committee so that the parents can share their concerns. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

2. If parents are satisfied with the results of the informal meeting, this mediation process will be discontinued.

3. If parents are not satisfied with the results of the informal meeting, or do not wish to have the informal meeting described in Step 1, the board will offer the parents an opportunity to discuss their concerns with an impartial mediator who has no previous knowledge of the case and who has a background in special education. The chair of the IPRC will coordinate this meeting. Expenses of the mediator will be paid by the board.

4. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

5. If parents are satisfied with the results of the meeting with the mediator, this mediation process is complete.

6. If parents are not satisfied with the results of the meeting with the mediator, or do not wish to have the meeting described in Step 3, the appeal process as described in Regulation 181 will begin.

Process

The appeal process will occur as outlined in Regulation 181.

In situations in which families are separated, until a separation agreement has been finalized, the parent with whom the child resides has the right to consent to the assessment. Once the final custody arrangement has been determined, consent must be obtained from the custodial parent. In a joint custody arrangement, in rare situations in which the consent of both parents is required, this provision must be observed. A non-custodial parent with access has no decision-making power but does have a right to information about the assessment. If the student is a crown ward, then consent must be obtained from the Children's Aid society (Health Care Consent Act, 1996).

Freedom of Information, Record-Keeping, and the Protection of Privacy

At the beginning of the assessment process, the psychoeducational consultant may wish to review the student's records. The Education Act is clear, however, in restricting access to the Ontario Student Record (OSR) to supervisory officers, principals and teachers. Explicit consent from the student's parent must therefore be obtained prior to examining the full record. In a similar manner, should the psychology member wish to gather information from outside agencies, formal parent consent would be necessary (Municipal Freedom of Information and Protection of Privacy Act, 1989). The Canadian Code of Ethics for Psychologists (1991) is clear in stating that only that information that is relevant to the purpose for which consent has been obtained should be collected. The psychology member may review prior psychological assessment reports filed within the OSR without formal consent.

At the conclusion of the psychological assessment, the findings are explained to the school, parent, and/or student in easily understood terms and a written report is prepared. This standard requires both the use of the appropriate language with non-English speaking individuals, and the use of conceptually understandable explanations (Standards for Educational and Psychological Testing, American Psychological Association, 1985).

The original report is placed in the psychological services file along with the raw data and test protocols. Standards of Professional Conduct (The College of Psychologists of Ontario, 1995) indicate that the raw data and test protocols, being subject to misinterpretation, should not be entered into a common file like the OSR. These Standards also recommend that psychological records be kept for a minimum of ten years.

A copy of the report is placed in the OSR and, in most cases, the parent also receives a copy of the report. Unless court-ordered, or under conditions involving a mandatory reporting obligation, no additional copies are made or distributed without specific written parental or adult student consent.

According to the Education Act (1990), parents and adult students are entitled to examine the Ontario Student Record, which will contain a copy of the psychological report. Parents of students under 16 years of age, and students themselves, can also access to the psychological services file (Municipal Freedom of Information and Protection of Privacy Act 1989). This information must be released unless it would pose a serious threat to an individual's safety or health. Psychology members may add an explanatory note to assist with interpretation of the data. Because test security is a valid issue, the test protocols themselves may be withheld.

Communication of a Diagnosis

The Regulated Health Professions Act (RHPA, 1991) has stated that certain professional activities, called controlled acts, carry with them significantly greater risk for public safety or harm than others. The assignment of controlled acts to designated professionals ensures rigorous standards within these activities. In recognition of the extensive training and education obtained through the doctoral program, psychologists were one of the few health care professionals assigned the controlled act of diagnosis in the RHPA.

The College of Psychologists of Ontario (1995) has ruled that a psychologist may transfer the authority to perform the controlled act of diagnosis to a psychological associate. A specific delegation agreement must be signed and the arrangement is to be reviewed annually. Until 2000, The College of Psychologists of Ontario is also allowing unregistered Masters level individuals to deliver feedback following assessment, provided that it is the supervising psychologist who actually makes the diagnosis and takes legal responsibility in signing the report.

It is important to note that although the term "learning disability" is commonly equated with learning problems or academic difficulties, The College of Psychologists of Ontario (1997) has clarified that "when the result of the evaluation concludes that the cause of an individual's difficulty is a learning disability, communication of this diagnosis is a controlled act under the RHPA and may be performed only by those authorized to do so, under the law."

3. SPECIAL EDUCATIONAL SERVICES

Special education teachers do not administer any cognitive assessments. These are administered and interpreted by the Psychological Services staff employed by the board. From time to time, cognitive assessments from trained professionals outside the board are also used, with consultation from the Psychological Services staff.

Special education teachers use a variety of assessment techniques as part of the ongoing process of evaluation and modification of educational programs. These assessment techniques range from teacher observation to standardized achievement tests. Resources are available which explain the types of assessment techniques to use for various purposes.

Some special educational teachers in the previous county board were trained by a board psychologist in the administration and interpretation of specific standardized achievement tests, including the PIAT-R, Woodcock-Johnson Achievement Test-R and the Key Math-R.

In order to assist in the development of a consistent board-wide set of practices and procedures relating to educational assessments, a committee is currently reviewing assessment practices and procedures. In addition, during the 1999-2000 school year, it is planned that inservices will be conducted on the use of various types of assessment techniques for special education teachers.

The issue of parental consent for educational achievement assessments will be addressed as part of the board-wide set of practices and procedures.

THE SPECIAL EDUCATION PLAN

CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

The Categories of ministry exceptionality and definitions, and The Hamilton-Wentworth District School Board's Identification Criteria (based on ministry categories) are listed in Appendix IV.

THE SPECIAL EDUCATION PLAN

SPECIAL EDUCATION PROGRAMS AND SERVICES

PHILOSOPHY OF SPECIAL EDUCATION PROGRAMMES AND SERVICES/OVERVIEW

Special Education programmes and services in the Hamilton-Wentworth District School Board are to assist students to meet their potential by providing:

- appropriate special education services to educate a student in the regular classroom, when possible and in accordance with parental preference,
- informed and involved partnerships with parents regarding the decision-making process,
- an education in the most enabling environment,
- continuous and full range of appropriate support and services for the whole child,
- a focus on abilities,
- effective early identification practices,
- support at critical transition times,
- programming that is based on and modified by the results of continuous assessment and evaluation, and
- recognition that students learn at different rates, in different ways and at different times.

THE SPECIAL EDUCATION PLAN

SPECIAL EDUCATION PROGRAMS AND SERVICES AVAILABLE REGARDLESS OF EXCEPTIONALITY

1. PROGRAMS

School Based

- Early literacy (Writing to Read, All Star, Open Court)
- Learning Centres/resource programs
- Alternative education
- Social skills programs such as:
  - RSVP (Child Abuse Council)
  - Chedoke
  - Peace Works
  - John Howard Society
- Peer tutoring
- Peer mediation programs
- Anger management programs - secondary
- Native as a second language - elementary
- English as a Second Language Programs
- Teacher advisors
- Education and career planning

System Based

- Alternative education programs
- SALEP Centre
- Vocational education schools(2), vocational programs within secondary schools(2)
- Special classes
- Special day school

2. SERVICES

School Personnel

- Special class teachers (selected schools)
- (Learning) resource teachers (every school)
- Learning centre teachers (selected schools)
- Job Coaches (selected programs)
- Educational Assistants (based on need; see section on criteria for allocation of Educational Assistants)

- Educational Assistants (based on need; see section on criteria for allocation of Educational Assistants)
- Special education teachers (elementary and secondary)
- Transition to Work Experience Program (TWEP) - secondary
- Developmental Specialists (2 developmental programs)
- Child and Youth Care Workers (selected programs)
- Kinesiologist (Special Day School)
- Guidance counsellors (secondary schools)

System Personnel/Services

- Psychological Services (1 supervisor, 1 psychologist, 10.5 F.T.E. psycho-educational consultants)
- Communication Services (1 supervisor, 14.5 F.T.E. Speech Language Pathologists; 3 Speech Language Assistants)
- Social Work Services (1 supervisor, 21.0 F.T.E. social workers)
- Special Education Services (1 coordinator, 8 consultants)
- Augmentative Communication Team (2 teams each consisting of 1 Speech Language Pathologist, 1 teacher and 1 Educational Assistant)
- Behaviour Resource Team (teacher, social worker, Educational Assistant)
- ESL Consultant
- System meeting structure (see section on IPRC)
- Itinerant teachers of visually impaired (6)
- Itinerant teacher of hearing impaired (2)
- F.M. Technician

Fee-For-Service Personnel

- Orientation and Mobility Instructor (2)
- Child Psychiatrist (for consultation to schools through a referral process)

Community Care Access Centre Services

- Physiotherapy
- Occupational therapy
- Speech therapy
- Nursing
- Nutritional Counselling

Community Services

In the Hamilton-Wentworth region there are numerous community resources available for students, parents and educators. The following list provides an overview of some of these resources providing programs and services:

- Bereaved Families of Ontario
- Catholic Children's Aid Society
- Chedoke Child and Family Centre Community Parent Education Program (C.O.P.E.)
- Child Abuse Council
- Child and Adolescent Services
- Children and adults with Attention Deficit Disorder (C.H.A.D.D.)
- Children's Aid Society
- Family Services
- Fire department
- Hamilton-Wentworth Regional Police
- John Howard Society
- Martha House
- Public Health
- St. Joseph's Community Health Centre
- St. Joseph's Hospital

Resources

- Personalized equipment for individual schools
- Some accessible schools

THE SPECIAL EDUCATION PLAN

SPECIAL EDUCATION PROGRAMS AND SERVICES SPECIFIC TO AN EXCEPTIONALITY

Range of Placements Available Throughout the Board:

Through the IPRC process the following placement options are available:

1. **Regular Class**
   - ➢ may include:
     - ♦ support of the school's learning resource teacher (elementary and secondary)
     - ♦ support of the school's learning centre teachers (in some elementary schools)
     - ♦ support of Educational Assistant.

NOTE: The amount of support for individual students depends on variables such as:
- ♦ severity of student need
- ♦ allocation of special education staff
- ♦ availability of Educational Assistant time.

2. **Special Class** (elementary and secondary)
   - ➢ may be full time or part time, with integration into regular class(es).

NOTE: See Appendix V for a complete list of elementary and secondary special classes currently available.

3. **Special Day School** (Glenwood School)

Board Criteria for Placement

Criteria for special class and special day school placement are listed in Appendix VI.

SPECIAL EDUCATION ELECTRONIC INFORMATION PACKAGE: INDIVIDUAL EDUCATION PLAN (IEP)

The special education electronic information package is a comprehensive collection of special education forms, including the Individual Education Plan, as well as documentation required for the Identification, Placement and Review Committee process. It is used in conjunction with FileMaker Pro 3.0, which is available to all schools through a licensing agreement by the Ministry of Education and Training. The package was developed by a committee consisting of special education consultants and learning resource teachers from both secondary and elementary panels, with input from school administrators, special class teachers, and personnel from the Board's Information Technology Department. It has been updated from a program that had been used in the former Hamilton Board of Education.

The package will provide teachers with a data management system for record keeping, tracking and special education forms that integrates with the Individual Education Plan for exceptional students and for non-exceptional students for whom an IEP is beneficial. It will be used by secondary resource teachers, elementary resource teachers, secondary special class teachers, elementary special class teachers, special day school teachers, and will also be available to regular classroom teachers in collaboration with the special education team at each school.

In order to assist teachers, the committee is developing and setting procedures for use of the Individual Education Plan under provisions and guidelines of the Ministry's IEP Resource Guide and Regulation 181. The package includes a database of expectations outlined in the Ontario Curriculum, as well as needs and strategies required in IPRC documentation.

After further testing and consultation with stakeholders, the package will be available to schools to download via the Hamilton-Wentworth District School Board's Internal Webspace, with assistance from the Board's Information Technology Department. The committee, along with the Board's Special Education Department, will organize and conduct a series of inservices to assist with implementation and use of the package. A manual will also be developed and issued to schools. The committee will continue to review the package in order to address the needs of teachers and the students to whom they provide service.

The Hamilton-Wentworth District School Board

Individual Educational Plan

tudent | Date of Birth | Identification Number

IPRC Identification : | Current Exceptionality | Placement | Code | Grade / Class

Dates: Initial I.P.R.C. | IEP Initiation Date | Current Psych. Assessment | Home School

I.E.P. Prepared By :

Special Education Services Involved

Personalized Special Instructional Equipment / Related Health Issues

Areas of Strength

Areas of Need

General Classroom Accommodations

Parent / Gaurdian / Student 18 years of age or older Signature

January 26. 1999

Principal:

The Hamilton-Wentworth District School Board
Individual Educational Plan

Student | *Date of Birth* | *Identification Number*

Curriculum Overview

Assessment Data

Educational Expectations	*Evaluation*	*Accommodations, Strategies, Resources*
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	
	R 1 2 3 4	

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, HAMILTON, ONTARIO
P.O.BOX 2558 L8N 3L1
TELEPHONE: (905) 527-5092
FAX : (905) 521-2538

Transition Plan

Goals

Action	*Responsibility*	*Timeline*

Parent / Gaurdian or Older Student (age 16 or older)

- ☐ I was consulted in the development of this IEP
- ☐ I have received a copy of the IEP

Comments:

Signature _____ Date _____

ASSESSMENT INFORMATION



Pupil | S.I.D. | D.O.B.

Educational Progress

○ JK ○ SK ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ OAC

Type of Assessment	Fall	Winter	Spring

PROCESS FOR PARENT/CAREGIVER INVOLVEMENT

The Hamilton-Wentworth District School Board recognizes the importance of parental involvement in all aspects of their child's education.

1. Schools will be expected to use the following process(es) to ensure ongoing involvement of parents:
   a. inform parents of the process of identification as outlined in pages 6 to 9 inclusive.
   b. provide parents with a copy of the Parents' Guide when it appears that their child might require special education support
   c. involve parents in transition to elementary school
   d. participation in school and system meetings
   e. consultation in the development of a student's IEP
   f. parent-teacher interviews
   g. participation in IPRC meetings.

2. Individual schools encourage involvement in various ways. Examples include:
   - newsletters
   - calendars
   - parent reference library
   - school councils
   - parent groups
   - notification of community initiatives.

3. Parents are also involved in the development of policy and practices through representation of many local associations on SEAC.

4. An Annual Parent Conference includes workshops on issues related to special education.

CURRICULUM MODIFICATIONS

This section of the Special Education Plan was compiled by a committee of teachers and consultants from the primary to secondary divisions in the Hamilton-Wentworth District School Board.

Each subcommittee which represented a specific division provided a range of curriculum modifications and accommodations that can be used in the classroom by special class and classroom teachers and by Learning Resource personnel.

In order to make the checklists very practical for easy teacher use, the modifications were organized in strands which coincide with the Ministry report card and the Ontario Curriculum Documents. They will also be an extremely valuable resource to help prepare and write the Individual Education Plans for exceptional and non-exceptional students.

Although it was a primary goal of this committee to provide user-friendly and concise checklists, the committee recognized that there are many other previously completed resources available which provide additional excellent suggestions for curriculum modifications and accommodations.

CRITERIA FOR MODIFYING CURRICULUM

Curriculum can be modified for these students:

- exceptional student as deemed by an IPRC
- non-exceptional students who are not meeting the provincial level 3 standards of achievements as outlined in the ONTARIO CURRICULUM.

PRIMARY CURRICULUM MODIFICATIONS

OVERVIEW

The characteristics and needs of the exceptional primary student are similar to that of the non-exceptional student. The degree of program differentiation for the exceptional student requires that the teacher more actively mediate in the learning process. Learning experiences based on the expectations of the Ontario Curriculum must correspond with the student's needs, abilities and individual learning styles but may differ in process, product and evaluation.

Many factors influence a student's ability to learn and to experience success in school. These include physical, intellectual, educational, cultural, emotional and social influences. Students at all ability levels should have every opportunity to achieve the learning expectations set out in the Ontario Curriculum.

Program modification is the process of adapting the expectations from the Ontario Curriculum to meet the student's individual strengths and needs. Accommodations are supports or services that will help the student access the curriculum and demonstrate learning. When modifying the curriculum for a student, the teacher needs to consider which components of the curriculum require modification as well as in which areas and levels the child is having difficulty or needs to accelerate. For example, when learning language skills, it is necessary to determine whether or not encoding breaks down in the thought process or in the physical act of reading and writing. The teacher should never assume capability as a result of chronological age or perceived intelligence. The teaching/learning cycle should continue in a pattern from a point that duplicates the normal progression of learning but allows special consideration for differentiation of the program based on needs.

LANGUAGE

Reading

Remediation Strategies to Develop Reading Skills

- work with linguistic awareness activities to develop sound/symbol correspondence, develop concept of rhyme, understand patterns in language, classification and association of objects, pictures and word forms, relationships among objects, words and pictures, learn to attach meaning to the spoken word
- listen to and following directions
- develop directionality of sounds-left to right
- build spatial relationships
- use of strategies to support aural strengths in reading e.g., shadow reading, using a taped version of the story
- work with activities to support concept of letter form
- analyze words for their component parts
- sequence main part of a story, use picture cards for cues
- retell stories in own language auditory closure e.g., shoes and _____, lock and _____ etc.
- notice incongruities e.g., a door without a knob
- code individual letters in words to develop awareness of word form
- colour code the vowels and consonants
- shape cards to correspond with the shape of words
- sound the word and put a head or chip down for every sound heard
- play picture/word memory games
- look at a picture, cover for a time and ask child what is covered up
- use visual closure - the ability to fill in gaps
- chunk or limit number of instructions
- examine words for common sounds, patterns
- identify nonsense in probable things e.g., squirrels have 6 legs
- practice in following verbal directions with increasing complexity
- correct errors in sentences
- give summary of story read orally to them
- use a word processor
- work with a reading buddy for support
- work with concept vocabulary prior to the start of a unit of study
- generate a subject vocabulary list
- phonic development

Writing

Writing Strategies to Develop Writing Skills

- physical modifications with correct size of pencil using pencil grips, slant board, tactile paper, paper with thick lines for spatial orientation, posture and physical placement
- establish handiness
- make use of computers and appropriate software
- scribbling to stay in a defined space
- use of damp sand, finger paint, plasticine, felt letters and sandpaper to develop visual memory of letter form
- tracing of shapes and letters
- directionality
- copying designs-from a model, from memory and symbolic and non-symbolic
- completion-figure, word and sentence
- writing from dictation
- prepositional writing where thought is converted into written form by the student

Oral and Visual Communication

Remediation Strategies to Develop Skills in Oral and Visual Communication

- modifications for:
  - eye-hand coordination
  - fine muscle development
  - relation of figure to background
  - size discrimination
  - laterality
  - directionality
- Frostig program strategies
- Increase size of print
- Visual tracking activities
- Eye-hand co-ordination e.g., use of manipulatives
- Promote awareness of body position to objects

Mathematics

- make use of manipulatives (3-D solids, geoboards, attribute and pattern blocks) to introduce, reteach and review concepts so that children develop an understanding of concepts at a concrete level
- allow for extended time for the use of manipulatives

- use numberlines to support work with operations
- read questions to student so that language skills do not impede development in math concepts
- colour-code steps in long division/multiplication and display for reference
- use graph paper for easier organization
- use computer programs to review facts
- use a calculator
- use easy-to-read scales on rulers, measuring cups, thermometers etc.
- use concrete materials e.g., string of designated length to so that the student is focusing only on the single criteria of length
- create models from plasticine to reinforce the concept and components of solids
- use movement patterns for kinesthetic learners

- develop concept of environmental patterns e.g., summer, fall, winter, spring
- develop an understanding of the relationships between addition and subtraction, multiplication and division
- demonstrate skill expectations

Modifications for Physical Education

- determine if medical accommodations are necessary
- assess to determine a base line from which to develop skills
- determine strengths and weaknesses
- provide a program which begins with immediate success to build self-esteem and provide motivation to improve
- simplify instructions
- provide alternate equipment i.e., softer balls, larger equipment for easier handling
- demonstration of skill expectation
- provide additional opportunities to practice skill
- break skill down into smaller sub-skills for teaching
- hand-on-hand assistance to practice skill
- systematic development of skills
- never assume capability as a result of age, size or intelligence

Modifications for Arts

- drama and dance-incorporate modifications for physical education where needed
- music for theory component-incorporate suitable mathematics and language modifications
- visual arts - demonstrate skill expectation, make use of alternate tools e.g., large paintbrushes, special scissors, etc.

Modifications for Science/Health/Social Studies

- Incorporate modifications listed under Mathematics and Language wherever appropriate

Resources for Modifications

- "Problem Areas and Techniques for Remediation"
- Resource Handbook for the Teachers of Children with SLD

Hamilton-Wentworth District School Board
Special Education Curriculum Committee Proposal

Curriculum Modifications - Junior Division

WRITING

Grammar

- highlight or underline subject-verb agreements in student's written work
- have the student help correct other students' written work
- teach, review, reinforce writing process
- provide editing checklist for peer and self-editing
- provide regular opportunities to write for a variety of purposes
- make groups of cards containing subjects, verbs, adjectives, etc.; have students combine cards in a variety of ways to construct sentences
- encourage student to read work aloud when editing

Punctuation

- give practice editing sheets where punctuation needs correcting (modeling the process first)
- have student practice one form of punctuation at a time (e.g., periods then commas then exclamation points)
- have students keep a list of basic punctuation rules at their desk for quick reference
- practice identifying types of punctuation using newspaper articles (e.g., circle periods in blue, commas in red)
- teach, review and reinforce the writing process
- provide editing checklist for peer and self-editing
- provide regular opportunities to write for a variety of purposes

Spelling

- provide a peer tutor and/or access to computer software (speech to text)
- use word games (e.g., construct a word wall, syllabication)
- write words with crayon on paper-covered window screen then let student feel the letters as they say them
- trace letters out on arm
- say letters aloud as they are being written
- allow for oral testing where motor control is an issue
- create a personal dictionary (a small telephone book works well)

- personalized spelling lists
- reduce quantity of written work
- allow practice time with flash cards

Word Use and Vocabulary Building

- pre-teach vocabulary
- use word of the day
- encourage word games
- discuss appropriate vocabulary for the task (e.g., topic specific writing)
- give sentence starters

Visual Presentation

- teach and allow use of computer
- use two colour lined paper
- use physically differentiated paper (e.g., raised lines, bumps)
- use pressure sensitive paper

READING

Reasoning and Critical Thinking

- teach, review and reinforce skimming and scanning strategies
- provide stories on tape
- discuss materials in small chunks
- use materials at ability level
- have reading buddies

Understanding Form and Style

- have student pre-read for classroom discussion as a way to familiarize themselves with material
- provide opportunities to reference different types of print material (research, narrative, poem)

Knowledge of Language Structures

- allow students to tape their oral reading for greater awareness of pauses, stops and expression
- use cloze passages

Vocabulary Building

- provide high interest and low vocabulary reading materials

- allow use of alternatives for reading, such as SRA, magazines, and comics
- pre-teach vocabulary
- use pictures in conjunction with print material
- highlight unfamiliar words while listening
- maintain a personal vocabulary notebook with definitions (a telephone book works well)
- use word of the day
- use visual cues for common prefixes and suffixes

Use of Conventions

- tape oral reading for greater awareness of pauses, stops and expression
- use visual reminders (e.g., stop signs to represent periods)
- display in classroom examples of correct usage (including explanations where possible)

ORAL AND VISUAL COMMUNICATION

Use of Words and Oral Language Structures

- provide opportunity to tape oral reading for self-evaluation and constructive feedback
- use visual cues to remind student to use complete sentences
- provide opportunity for editing practices (not their own necessarily)

Group Skills

- provide opportunity to speak in small groups for formative evaluation
- use cueing system for selecting appropriate response time (e.g., ring a bell)
- teach group process skills (e.g., task delineation)
- do not force group work until the student has the skills to be successful
- allow observation only to start and gradually increase participation
- be mindful of student's need for space to work comfortably

Media Communication Skills

- practice identifying elements of a text in everyday activities (bold, italics and capitals)
- have students identify different camera angles using magazine cut outs (close up, low angle and ariel view)

Data Management and Probability

- use concrete examples from everyday environment
- peer tutor
- use concrete manipulatives

- provide visual reference cue cards for pertinent vocabulary e.g., bar graph, vertical axis
- give fewer number of problems on a page
- use graph paper
- allow for extended time for tasks/tests
- use highlighter marker to identify key words of phrases
- remove pages from workbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks or texts

Patterning and Algebra

- use concrete manipulatives (e.g., blocks)
- provide reference cue card for pertinent vocabulary (e.g., first = 1^{ST} = ooo)
- use everyday environment to reinforce patterns (e.g., quilt patterns)
- computer software programs
- peer tutor
- solve first 1 or 2 questions together to ensure comprehension
- decrease quantity of required questions
- use calculator
- fewer number of problems per page
- use highlighter marker to identify key words or phrases
- remove pages from workbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks or tests
- allow extended time for tasks

Measurement

- provide reference cue cards (visual reminders) for abbreviations, equivalents, any pertinent vocabulary
- use concrete manipulatives and real life situations to reinforce concepts
- enlarge textbook worksheet material
- provide workbook
- peer tutor
- provide extended time for task/test completion
- provide examples on tests
- provide alternate setting for daily work/test taking
- provide secretary
- colour code tasks/instructions
- chunk tasks/instructions
- use computer software and games
- use math games and flash cards
- use calculator for measurement problems
- have fewer # of problems per page

- use highlighter marker to identify key words or phrases
- remove pages from workbooks/textbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks or tests
- work the first problem or two of the math assignment with the student in order to make certain that he/she understands the directions and the operation necessary to solve the problem
- have the student participate in an actual "hands-on" experience by following simple recipes (e.g., making Jell-O, cookies, etc.)

Geometry & Spatial Sense

- provide "hands on" manipulatives
- use computer software programs
- provide reference cue cards for pertinent vocabulary e.g., Square, Rectangle
- use geoboards
- pre-teach vocabulary
- teach shapes using common objects
- present fewer number of problems per page
- allow extended time for task/test completion
- use highlighter marker to identify key words or phrases
- remove pages from workbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks for texts
- evaluate the appropriateness of having the student learn abstract concepts at this time (e.g., Is it too difficult for the student?)
- provide repeated physical demonstrations of abstract concepts (e.g., Identify things far away and close to the student, a small box in a large room, etc.)
- have student act as a peer tutor to teach a peer a concept the student has mastered. This can serve as reinforcement for the student
- provide a peer tutor

Number Sense and Numeration

- provide visual cues (number chart)
- provide examples on tests
- assist with test question interpretation
- encourage discussion of reasonableness of answers
- provide workbook
- allow use of manipulatives including calculator (where appropriate)
- allow use of a multiplication chart
- allow use of rule for +/-
- highlight operation symbol

- allow additional time frame for assignment completion
- reduce quantity
- model strategies/use a peer tutor
- create lists/highlight important details from word problems
- talk through word problems to identify operation and strategy
- limit problems to single step level until mastered
- teach and provide visual cues as to operation word meaning (e.g., sum means add and it looks like this +)
- teach alternative ways for interpreting words using #'s (e.g., 2 weeks = 14 days)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

INTERMEDIATE DIVISION PROGRAM ACCOMMODATION CHECKLIST
TEACHING METHODS/STRATEGIES

LISTENING/FOLLOWING DIRECTIONS

- ❑ preferred seating
- ❑ reminded to look and listen - teacher proximity
- ❑ gain attention of student
- ❑ visual cues
- ❑ buddy to clarify
- ❑ have student paraphrase instructions
- ❑ simple and short instructions
- ❑ repeat directions
- ❑ daily agenda on blackboard
- ❑ provide opportunities to express him/herself orally

ORGANIZATION SKILLS

- ❑ chunk tasks
- ❑ assign short chunks of activity with frequent check-ins
- ❑ model of finished product
- ❑ consistent and daily use of agenda/planner
- ❑ highlight steps of task
- ❑ keep supplies in class
- ❑ interim due dates
- ❑ use of graphic organizers
- ❑ inform parents of due dates
- ❑ advisor program - study skills

READING

- ❑ ask questions to help comprehension
- ❑ reading for enjoyment
- ❑ material available at appropriate level
- ❑ pre-read discussion of vocabulary
- ❑ topics of interest
- ❑ teach explicit decoding strategies
- ❑ use of multi-media multi-sensory materials
- ❑ shared reading
- ❑ use larger print material
- ❑ highlight key words/information
- ❑ chunk assignment with frequent monitoring
- ❑ give a purpose for reading
- ❑ provide pictures/diagrams to support print
- ❑ facilitate home support with parents

WRITING

- ❑ develop word lists
- ❑ record notes in diagram, maps and charts
- ❑ display sample of final product
- ❑ teach explicit editing skills, e.g. COPS
- ❑ decrease amount but not content/skill
- ❑ brainstorm ideas before creative writing
- ❑ give story starters
- ❑ semantic webs - story organizers
- ❑ peer editors
- ❑ use multi-sensory approach

SPELLING

- ❑ reduce number of words
- ❑ use of cloze passages
- ❑ Multisyllabic mega words approach
- ❑ use of word patterns
- ❑ test theme words

MATH

- ❑ teach memory tricks
- ❑ highlight signs/symbols
- ❑ provide model/example - keep in binder
- ❑ colour code steps/post formulas/diagrams
- ❑ space questions further apart
- ❑ replace numbers with smaller numbers
- ❑ student works at the blackboard
- ❑ incorporate real-life math
- ❑ encourage use of math vocabulary

ACCOMMODATIONS/RESOURCES/ SERVICES

- ❑ LRT support (withdrawn or in-class)
- ❑ people resources - tutor, volunteer, scribe buddy, EA, co-op student
- ❑ taped materials provided
- ❑ tracking sheets, organizer
- ❑ use of calculator/grids/number lines
- ❑ concrete and manipulative materials
- ❑ graph paper for math
- ❑ taped books
- ❑ photocopying notes - student highlights
- ❑ use of dictionary/thesaurus
- ❑ use of a pencil for assignments
- ❑ alternate line use
- ❑ use of computer/word processor/spell checker
- ❑ homework club
- ❑ study corral

GENERAL CLASSROOM MANAGEMENT

- ❑ display vocabulary lists for themes
- ❑ preteach vocabulary before lesson
- ❑ use of thesaurus/dictionary
- ❑ personal dictionary
- ❑ plan with Special Education staff

EVALUATION - ASSIGNMENTS & DAILY WORK

- ❑ extended time
- ❑ reduced quantity
- ❑ mentor/peer buddy
- ❑ individualized content: adjust levels of skill/knowledge outcomes
- ❑ individualized assessment criteria: alternative performance expectations
- ❑ oral tests, book reports on tape
- ❑ use of calculator/computer/grids

EVALUATION - TEST TAKING

- ❑ question interpretation
- ❑ alternative tests eg. oral, open-book, short answer, dictated responses, presentations/demonstrations
- ❑ test rewrites
- ❑ alternative test setting - learning resource centre
- ❑ extended time
- ❑ reduce # of questions
- ❑ provide formulas/models in math
- ❑ chunking
- ❑ different format size/spacing

PROGRAM MODIFICATIONS: SECONDARY LEVEL

1. General Classroom Management
   - preferential seating
   - distraction-free seating
   - structured environment
   - routines/rules clarified and posted

2. Organizational
   - assignment and homework book/sheet
   - daily planners
   - buddy system
   - homework reminders on blackboard
   - course outline
   - check notebook regularly

3. Personal Support
   - close monitoring
   - frequent encouragement, reassurances, feedback
   - positive reinforcement and praise
   - draw out in discussions
   - encourage participation in extracurricular activities

4. Behavioural Supports
   - non-confrontational approach
   - low-key directives
   - firm and clear guidelines
   - frequent eye contact
   - clear, fair consequences
   - minimize distractions
   - monitor and assist with social interaction

5. Instruction
   - clear, concise instructions
   - supplement oral instruction with point-form notes
   - instructions in small chunks
   - minimize oral instructions
   - extra time for assignments, tests and exams
   - reinforcement of key concepts
   - clarification of key concepts

- verbal rehearsal by the student
- point-form notes on the board
- use of computer
- concrete examples
- use mnemonic aids
- maintain eye contact
- use multisensory presentations

6. **Content of Course**
   - provide reading materials at instructional levels
   - combination of visual and oral materials
   - subject vocabulary lists
   - highlight essential content
   - frequent oral questioning to ensure they are on track
   - provide overview of expectations

7. **Note taking**
   - allow point-form notes
   - provide photocopied notes
   - provide point-form notes

8. **Student Aids**
   - timetable chart
   - calculator
   - computer
   - spell check
   - subject vocabulary list

9. **Evaluation**
   - oral testing
   - tests written in resource room
   - extended test time
   - assist with the interpretation of questions
   - reduce test anxiety
   - consideration of spelling and writing difficulties
   - content over presentation
   - variety of assessment methods

EXTENSIONS (FOR PRIMARY, JUNIOR, INTERMEDIATE AND SENIOR DIVISIONS)

Able, Talented, Gifted: Roots and Wings, Philosophy, Procedures, Program and Resources, Junior Kindergarten - OAC The Board of Education for the City of Hamilton

The components of this document are all relevant but the following strategies for modification are useful for planning:

- A Curriculum Criteria Checklist, pp. 80-81
- Bloom's Taxonomy of Educational Objectives: Cognitive Domain p. 87
- SCAMPER p. 91
- Divergent Questioning Models p. 92
- The Enrichment Triad Model p. 97
- The Basic Inquiry Model pp. 99 - 101
- The Logic Model p.p. 102-103

Enhanced Programming: A Program Planning Guide for Able, Talented and Gifted Learners The Wentworth County Board of Education 1995

The components of this document are all relevant but the following strategies for modification are useful for planning:

- Differentiation of Programming
- Thinking Skills
- Challenge Centres
- Ideas from W.C.B.E. Teachers

Refer also to Programming for the Gifted , The Ministry of Education 1985

SECTION 19 PROGRAMS

Several of the current HWDSB Section 19 classes are partnered with community-based organizations which specifically provide treatment programs for students identified as having, or are deemed to have, either singular or multiple exceptionalities. Students with behavioural exceptionalities, social/emotional dysfunction, and specific learning disabilities would predominate in our treatment Section 19 classrooms. At the present time 13 treatment sites are enhanced with Section 19 classrooms.

1. TREATMENT SITES

Elementary School Classes

- Hatts Off I
- Hatts Off II
- Lynwood Hall
- Lynwood Outreach
- Woodview Transitions

Secondary School Classes

- Big Sisters Youth Services
- Cornerstone Youth Services
- Hatts Off III
- Hatts Off IV
- Hatts Off V
- Woodview Children's Centre
- Woodview Day Treatment
- Northcrest Youth Centre

In the Section 19 classes associated with Care and/or Corrections programs in Hamilton-Wentworth there is a high probability that, at any given time, there will be students with previously identified or deemed exceptionalities. Although in these programs the focus is not on exceptionalities per se, their presence, especially in the custody population, requires recognition and acknowledgement when attempting to deliver educational programming.

2. CARE SITES

Elementary School Classes

- Hamilton Health Sciences Corporation: Children's Hospital at McMaster
- St. Joseph's Hospital

Secondary School Classes

- Hamilton Health Sciences Corporation: Children's Hospital At McMaster
- St. Joseph's Hospital
- Grace Haven/Big Sisters Youth Services

3. CORRECTION SITES

Secondary School Classes

- Arrell Youth Centre
- Bernhardt House
- Calvert House
- George R. Force
- Hamilton-Wentworth Detention Centre
- Newcombe House
- Patterson House
- Peninsula Youth Centre

THE SPECIAL EDUCATION PLAN

PROVINCIAL AND DEMONSTRATION SCHOOLS

1. Criteria For Applying For Placement:

The following criteria are used for applying for placement:

- all appropriate and available programs and services available in the Board have been utilized but the student is still experiencing significant academic delays;
- the student's parents are in support of the application;
- the school's special education consultant has been involved in the decision-making process to apply to a provincial or demonstration school;
- an IPRC has recommended an application to a provincial or demonstration school;
- the school has discussed the possible application with the Board's special education coordinator;
- the school is responsible for compiling the application package;
- the special education coordinator is responsible for submitting the application package to the provincial or demonstration school;
- the special education coordinator acts as board contact with provincial or demonstration school.

Note: In some cases parents request that the Board make an application for their child.

2. Procedure for transportation

The transportation department of the Board coordinates transportation for students attending a provincial or demonstration school. Specific arrangements are made for each student, depending on individual needs and schedules. Some students are transported daily while others are driven on a weekly basis i.e. transported from their home on Monday morning and returned home on Friday afternoon.

THE SPECIAL EDUCATION PLAN

SUPPORT

Range of support personnel deployed:

- Child and Youth Worker (3.0 F.T.E.)
- Child Psychiatrist (limited funds available for consultation to schools through a referral process)
- Communication Disorder Assistant (1 F.T.E. at special day school)
- Educational Assistants (384 F.T.E.)
  - 343 F.T.E. permanent
  - 30 F.T.E. supply coverage
  - 12.5 F.T.E. paid through other sources such as Early Learning Grant, Insurance policy)
- ESL Consultant
- F.M. technician (1 F.T.E. special assignment educational assistant)
- Itinerant teacher for Hearing Impaired (2 F.T.E.)
- Itinerant teacher for Visually Impaired (6 F.T.E.)
- Job coaches (4.0 F.T.E.)
- Kinesiologist (1 F.T.E. at Special day school)
- Orientation and Mobility Instructors (2 fee for service)
- Psychoeducational Consultants (10.5 F.T.E.)
- Psychologists (2 F.T.E. - 1 is supervisor of department)
- Social Workers (21.0 F.T.E.)
- Social Work Supervisor (1 F.T.E.)
- Speech Language Assistants (3.0 special assignment educational assistants)
- Speech Language Pathologists (14.5 F.T.E.)
- Speech Language Pathologists supervisor (1 F.T.E.)
- Special Education Consultants (8 F.T.E.)
- Special Education Coordinator (1 F.T.E.)

THE SPECIAL EDUCATION PLAN

1. SUPERVISORY OFFICERS

- 1 Director of Education and Secretary of the Board
- 1 Superintendent of Instructional Services
- 8 Superintendents of Education
- 1 Superintendent of Plant Services
- 1 Superintendent of Business and Treasurer

2. TRUSTEES

- 11 Trustees

3. ELEMENTARY STAFFING (FTE AS OF JANUARY 28, 1999)

Classroom Teachers	1738.35
Learning Centre Teachers	19.00
Learning Resource Teachers	158.65
Special Class Teachers	134.00
Itinerant Special Education Teachers	8.00
Section 19 - Community Facilities	8.00
Other Elementary Teachers:	
- Staff on Loan to Union	4.00
- Staff on Loan to EQAO	2.00
- Staff on Loan - Dept. of National Def	1.00
- Staff on Loan - OISE	1.00
- Consultants	16.00
- Special Assignment Teachers	7.00
- Human Resource Assignment	1.00
Vice Principals	28.50
Principals	102.00
Principal Consultant	1.00
Principal on Loan to Union	1.00

4. SECONDARY STAFFING (FTE AS OF JANUARY 28, 1999)

Principals	19.0
Vice Principals	29.0
Secondary Teachers	
➢ at schools (includes 42.668 learning resource teachers)	1161.34
➢ at Jackson High	3.0
➢ at Facilities	33.5
Secondary Consultants	6.0
Special Assignment	4.0
VP - Special Assignment	2.0
Secondary - Continuing Education - Principal	1.0
Continuing Education Teacher	1.0
Secondary - Staff on Loan	4.0
Secondary - ESL Itinerant	2.0
Dev. Del. Resource	1.0
S.A.L.E.P.	1.0
Special Class Teachers	27.6

5. STUDENTS

Elementary (as of October 31, 1998)

JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP CL
2551	3837	4243	4148	4093	4158	3874	3951	3991	4032	1087

TOTAL ELEMENTARY **39,965**

Secondary (as of October 31, 1998)

GR 9	GR 10	GR 11	GR12	OAC	SP CL
5743	3774	3797	4275	1675	176

TOTAL SECONDARY (including alternative education) **19,440**

CRITERIA FOR ASSIGNING EDUCATIONAL ASSISTANTS

The process for assigning educational assistants is currently being reviewed by an Educational Assistant Allocation committee comprised of elementary and secondary principals as well as central office staff. Currently, Educational Assistants provide support to various special classes and programs as well as to individual students.

The new Special Education funding model has necessitated a review of the use of Educational Assistants. For the year 1999 - 2000, Educational Assistants will be allocated on the basis of the criteria outlined on the application form on the next two pages.

REQUEST FOR EDUCATIONAL ASSISTANT – SPRING, 1999

PRIORITY 1: Request is for INDIVIDUAL STUDENT:

____ a student who meets criteria for ISA 3 claim (_____)
Student Name

____ a student who meets criteria for ISA 2 claim (_____)
Student Name

ISA claim must be attached which documents the following need(s) of the student:

____ is a danger to self and/or others in variety of settings throughout the day to the degree that additional adult support is required

____ requires additional adult support for personal care: toileting, feeding, mobility, catheterization, suctioning – circle all that apply

____ student is blind/has vision problems which require additional adult support

____ student is deaf/has hearing problems which require additional adult support

____ student has significant developmental disability(ies) which require additional adult support

Current placement of student:

____regular class ____special class (_____) ____special day school
Type of class

Anticipated placement/school of student for September, 1999:

____regular class ____special class (_____) ____special day school
Type of class

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

PRIORITY 2: Request is for SPECIAL CLASS: (where no student qualifies for an ISA 2 or ISA 3 claim)

Type of special class: _____ **Rationale for request:**

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

_____ _____ _____
Signature of Principal Supervisor School/Department Date

OFFICE USE ONLY

Date_____ Decision_____

REQUEST FOR EDUCATIONAL ASSISTANT – SPRING, 1999

PRIORITY 3: Request is for INDIVIDUAL STUDENT:

____ a student with high needs but who does not meet criteria for ISA 3 or ISA 2 (_____)
Student Name

Confirmation must be attached which documents the following need(s) of the student:

____ is a danger to self and/or others in variety of settings throughout the day to the degree that additional adult support is required

____ requires additional adult support for personal care: toileting, feeding, mobility, catheterization, suctioning – circle all that apply

____ student is blind/has vision problems which require additional adult support

____ student is deaf/has hearing problems which require additional adult support

____ student has significant developmental disability(ies) which require oncoming additional adult support

Amount of time per day requested:

____ Full-time ____Half time ____Other (specify # of hours per day _____)

ADDITIONAL REQUEST: (budgeting structures to be determined)

____ request is for a special needs program other than a special class (_____)
Name of Program

OR

____ request is for a group of students with special needs in a regular class who do not meet criteria for ISA 2 or 3 claims

Rationale for request:

Amount of time per day requested:

____ Full-time ____Half time ____Other (specify # of hours per day _____)

_____ _____ _____
Signature of Principal/Supervisor School/Department Date

OFFICE USE ONLY

Date_____ Decision_____

QUALIFICATIONS OF PERSONNEL EMPLOYED

The following support personnel must have appropriate qualifications according to board policy, professional associations and/or collective agreements:

- ESL consultant
- psychiatrist
- psychoeducational consultants
- psychologists
- social workers
- special education consultants/coordinator
- special education teachers
- speech language pathologists

CHILD AND YOUTH WORKER

Required

To be a Child and Youth Worker requires a diploma from an accredited Community College. It is a 2-year course.

COMMUNICATION DISORDERS ASSISTANT

- A university or college degree/diploma
- Post graduate Communicative Disorders Assistant Diploma

EDUCATIONAL ASSISTANT

Required

- Completion of formal training/education (Educational Assistant course, Child Care worker, etc.)
- Experience working with children (paid or volunteer).
- Ability and willingness to perform required physical tasks which may include feeding, toileting, bending, kneeling, and lifting.
- Flexible, adaptable, patient positive and empathetic towards students (ages 3 to 21) and adults.
- Able to manage conflict with children and with adults.
- Able to work cooperatively as a member of a team.

Preferred

- Experience working as an Educational Assistant elsewhere (especially with "special needs" students, Autistic, B.E., etc.)
- Specialized training in sign language, Blissymbolics, finger spelling, etc.

JOB COACHES

- related experience and education

KINESIOLOGIST

- Honours Science degree from an accredited university in the specialized area of Human kinetics or Kinesiology.
- Must also possess knowledge of the practical application of activities necessary for the maintenance and development in the physical function of students.

STAFF DEVELOPMENT PLAN

The Staff Development department is in a transitional phase at this time due to amalgamation. The department is in the process of reviewing policy, co-ordinating budget activities and identifying system and staff needs through questionnaires and discussions with staff. Its mandate is to provide staff development for all classroom and non-classroom staff within the board. Future direction includes:

- leadership development
- transition support for business support staff
- teacher induction and recruitment.

The Staff Development department will produce a calendar of professional development which includes many inservice opportunities, delivered by a variety of in-house and contracted inservice providers. For the balance of this school year, these inservices will be of interest to a wide variety of stakeholders, including special education teachers and support staff. Examples of inservices include:

- Partners in Learning Inservices for educational assistants in the Hamilton-Wentworth District School Board and The Hamilton-Wentworth Catholic District School Board
- a variety of software application Inservices for all staff
- a variety of Curriculum Inservices
- a variety of personal and career development Inservices such as:
  - Resume Writing & Interview Skills for all staff,
  - Personal Resiliency for all staff;
  - Non-Violent Crisis Intervention for teachers and educational assistants;
  - True Colours personality indicator for all staff.

In addition, there is a series of inservices for elementary and secondary learning resource teachers held throughout the year. A steering committee plans the agenda which covers a wide range of topics including updates on special education issues.

Teachers have opportunities for professional development through:

- the local chapter of Council for Exceptional Children
- school-based inservices
- focus groups (e.g., behaviour class teachers)

It must be noted that most staff development happens outside of school time, reflecting the commitment of our staff who often give up personal time to either act as inservice providers or attend as active participants.

Some inservice sessions have a cost attached. Because of limited staff development funds, participants may need to pay the costs themselves, or rely on other supports such as federation funds and/or flexible timetabling at the school.

For the 1999-2000, inservices will be planned for special class teachers as well.

THE SPECIAL EDUCATION PLAN

SCHOOL HEALTH SUPPORT SERVICES PROGRAM (SHSSP)

A principal or parent who wants to access health support services for nutrition counselling, nursing, occupational therapy, physiotherapy or speech services are required to complete an Application School Health Support Services form, Part 1. This form is sent to the Community Care Access Centre where a case manager assesses need and arranges for the appropriate specialized health service(s).

An assessment is conducted by a health care professional at the student's school. Results are shared with parents and school staff. A written report is provided for the O.S.R. If the assessor determines that the student requires continued support, a plan of consultation services is developed. A review of the student's progress and needs is conducted annually.

Where a student requires specialized medical care, a CCAC case manager will assess the level of medical care required. Some students may require the services of a nurse full time in order to attend school. Others may require nursing part-time (e.g., a diabetic requiring an injection during the school day). Nursing staff may also provide health teaching to school staff specific to the care of an individual student. The School Health Support Services Program does not provide daily nursing for students requiring simple catheterization or shallow suctioning. If the Educational Assistant does not wish to learn these procedures, the Board arranges and is billed for these services.

THE SPECIAL EDUCATION PLAN

IN-SCHOOL SUPPORT

1. PEER SUPPORT

   There are numerous peer supports offered in the schools. Many of the programs are developed within the schools by the school staff with senior students working with younger students in the areas of Math and/or Language Arts. There are also programs across elementary and secondary schools where students from the high schools tutor and support the elementary students. In addition, there are system supports such as Peer Mediation (in conjunction with Chedoke-McMaster Hospital) and Mentoring (in partnership with Big Brothers).

2. VOLUNTEERS

   Schools make use of volunteers in the manner that they determine the needs can be best met, while following Board guidelines.

3. OTHER IN-SCHOOL SUPPORTS INCLUDE:

   a. **Violence-Free Schools Policy**

      Both former Boards have policies in place for Violence-Free (Safe) Schools. These policies remain in place. A Superintendent has been given the portfolio for Violence-Free Schools Policy. Social Work Services will remain active in supporting the schools in their violence-reduction programs, services, and curricula. A variety of strategies are in place in different schools, including social skills curriculum and anger management courses.

   b. **Crisis Team**

      The Board has Crisis Response personnel in place.

   c. SALEP

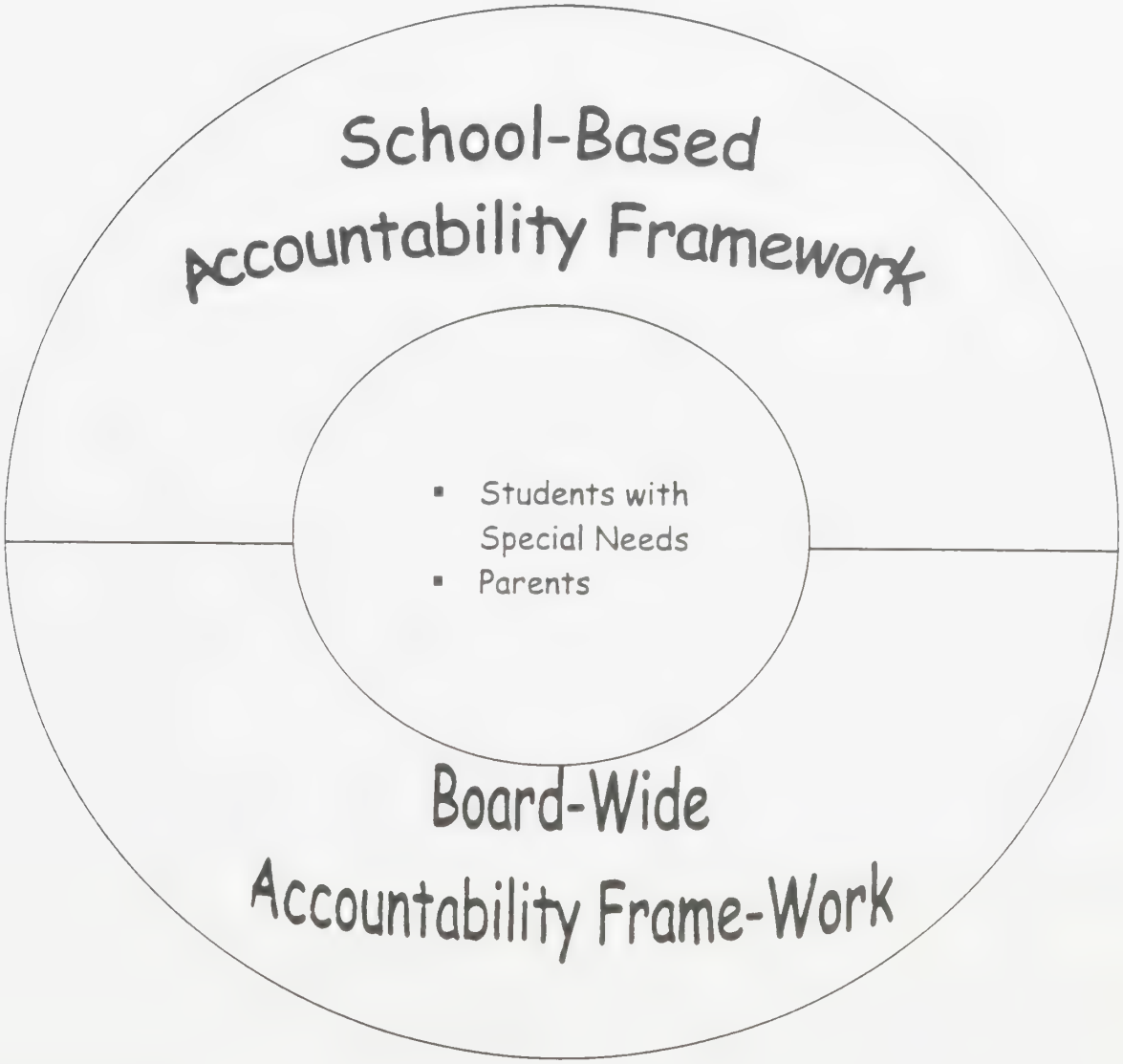
      The Board has a SALEP Committee, which hears applications from parents and student on a bi-monthly basis. In addition, the Board has a SALEP Centre which provides programming (academics, life skills, and work skills) to students on SALEP. This program is supported by a teacher and a social worker, and further enhanced by two SALEP counsellors (job coaches) through a grant from Human Resources Development Canada.

   d. SOCIAL WORKERS

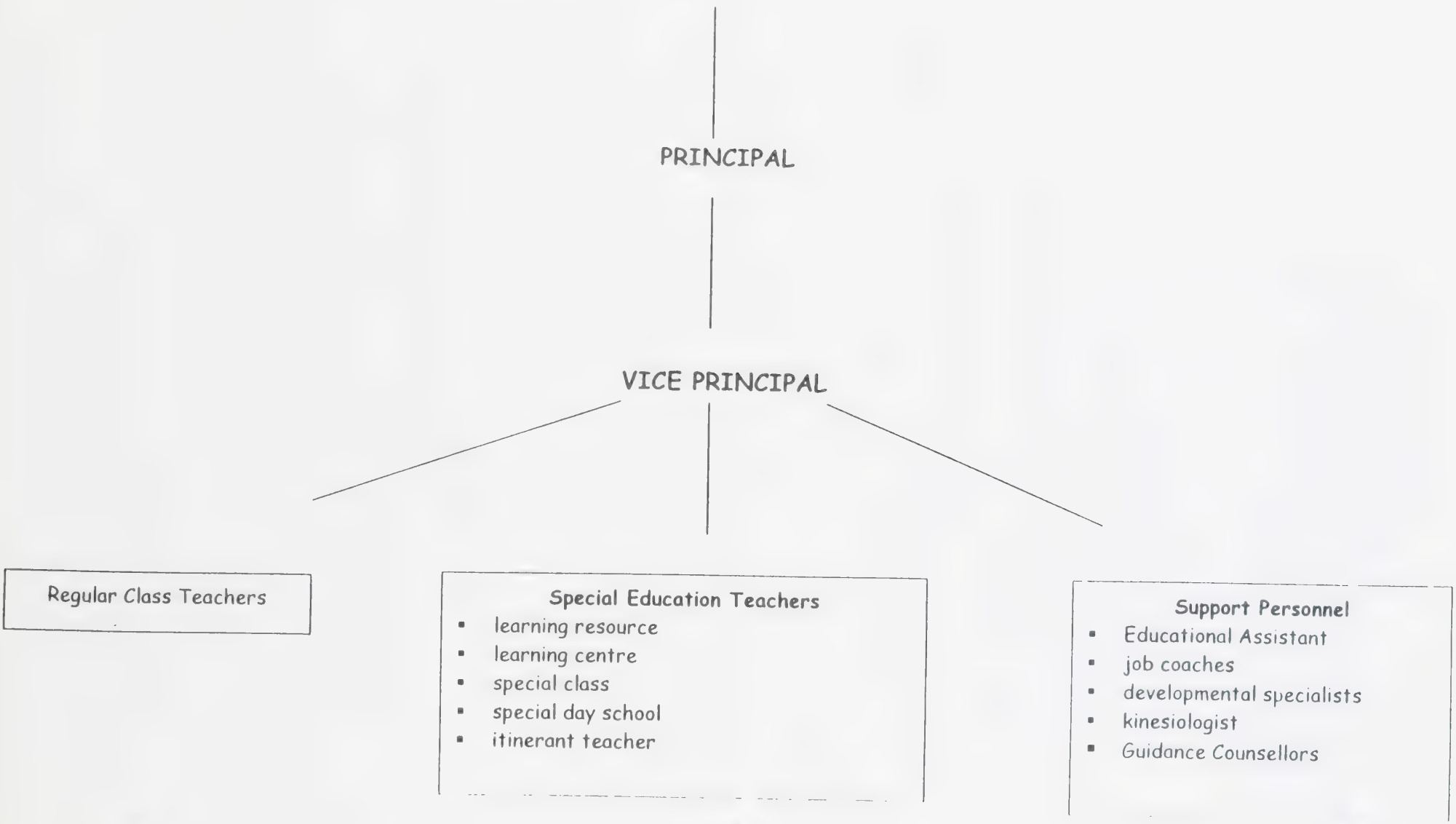
      Social workers provide support to all students in the schools who have attendance, behavioural, emotional and/or social needs that are interfering with their schooling.

ACCOUNTABILITY FRAMEWORK

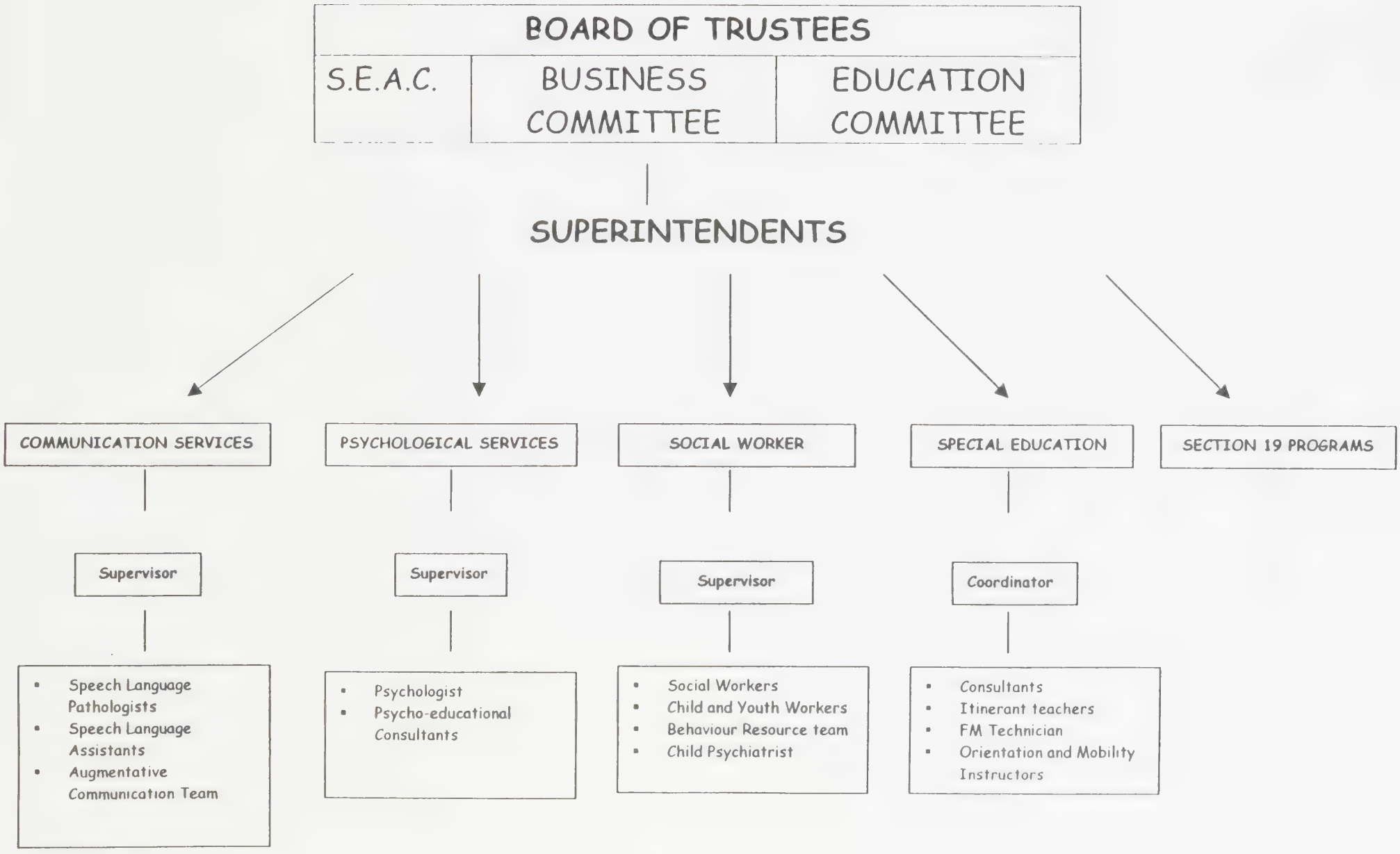
The accountability framework for the Hamilton-Wentworth District School Board is an interrelated structure designed to support students with special needs and their parents at both the school and board levels.



SCHOOL-BASED ACCOUNTABILITY FRAMEWORK



BOARD-WIDE ACCOUNTABILITY FRAMEWORK



THE SPECIAL EDUCATION PLAN

COMMUNICATION

The Parents' Guide (titled "A Guide to Special Education – for Parents and Pupils") provides a comprehensive overview of special education, Individual Education Plans, the IPRC process, the appeal process and avenues of assistance for parents. Schools will be expected to provide parents with a copy if it appears that their child might require special education support. In addition, parents are to receive a copy along with the notification of an initial IPRC.

Our Special Education Advisory Committee members are available to assist parents in matters related to special education programs and services.

The former county S.E.A.C. prepared a large poster advertising the role of S.E.A.C. Principals were requested to place the poster in a prominent location in the school.

At school and system meetings it is expected that school and support staff will discuss available programs and services. The parents will be provided a copy of the Parents Guide if it appears that their child might require special education support.

Upon request, special education consultants and coordinator staff will provide inservice to a variety of school and community groups. Inservice this year has given to:

- elementary and secondary principals
- elementary and secondary special education teachers
- S.E.A.C.
- Instructional Services Staff
- Representatives from preschool agencies
- Section 19 teachers
- Association of Agencies for Treatment and Development (AATD)
- McMaster University Occupational Therapy students
- parents of preschool children.

PROVISION OF TRANSPORTATION

Due to amalgamation, many issues related to transportation are still being finalized. A committee has been appointed to produce a board-wide transportation policy. In the meantime, the following practices are in place:

- Exceptional students attending a regular class program in their home/community school do not generally receive special education transportation.
- Most students attending special classes or special day school are transported to and from school at the Board's expense, with arrangements through the transportation department. These students are transported in either a regular school bus, 20-passenger, wheelchair-accessible vehicles, a mini-bus or a cab. In some cases, a student within the city may be provided with city bus tickets.
- Currently, students in the city gifted classes are generally not provided with transportation. Rather, parents make private arrangements. Once a decision is made on the location of the gifted classes for September, 1999, a decision regarding transportation for students in outlying areas will need to be made.
- For exceptional students in a secondary vocational program, students are either transported in a Board-arranged vehicle or given city bus tickets, depending on distance eligibility. Currently the distance eligibility figures from each of the previous boards applies to the students attending schools in each respective board.
- If a principal or a parent wishes special consideration for transportation outside of existing guidelines, the principal submits a request to the transportation manager who prepares the request for consideration by Executive Council who determines if the request will be granted.

THE SPECIAL EDUCATION PLAN

LINKS TO GOVERNMENT INITIATIVES

1. COMMUNICATION SERVICES

Preschool Speech and Language initiative (MOH District Health Councils)

In May of 1996, the provincial government announced annual funding to be provided to communities for preschool speech and language services. Their goal was "to ensure that every child who has a speech and language problem is assessed and appropriately treated before entering school". The Ministry of Health was to provide the lead for this initiative, but also to collaborate with the Ministry of Education and Training and Ministry of Community and Social Services.

In order to respond to this government initiative a large planning group of stakeholders met and designed a co-ordinated speech and language system for preschool children, their families and other caregivers. The Hamilton-Wentworth Region was granted $320,080 for the year ending February 28, 1999.

The co-ordination and administration of this system is the role of the Regional Co-ordinating Committee. Trustee Judith Bishop represents the Hamilton-Wentorth District School Board. Dianne Parr, Supervisor of Communication Services for the Hamilton-Wentworth District School Board, is also a member of this committee representing the Hamilton-Wentworth Speech and Language Interagency Council.

One of the eight elements to be addressed is the Transition to School. A Speech/Language Pathologist (0.4 FTE) was hired in the fall of 1998. Currently, the Speech/Language Pathologist is meeting with the service providers ie. St. Joseph's Hospital, St. Joseph's Community Health Centre, Hamilton Health Sciences, Hamilton-Wentworth District School Board and the Hamilton-Wentworth Catholic District School Board to develop a co-ordinated transition plan for children.

2. EARLY CHILDHOOD EDUCATION

Through active involvement in the Local Childcare Advisory Committee The Hamilton-Wentworth district School Board has provided support and ongoing input in the following initiatives:

- The Ontario Ministry of Community and Social Services – Making Services Work for People
- The Ontario Ministry of Health-Healthy Babies project.

3. PSYCHOLOGICAL SERVICES

In collaboration with the Social Work department, the Special Education department, and an inner-city school, the Psychological Services department is working with Human Resources Development Canada to design and evaluate an alternative education program for high-risk non-attending students.

4. SECTION 19

Currently Hamilton-Wentworth District School Board Section 19 programs are linked to those relevant MET initiatives which impact directly upon elementary and secondary program delivery. Current MET initiatives regarding special education, curriculum, assessment, evaluation, reporting, secondary school reform, etc. all impact upon Section 19 program delivery just as they do in mainline schools.

At the present time, there are no special linkages to other government initiatives.

5. SOCIAL WORK

Healthy Babies, Healthy Children programs and services are supporting many of our schools.

Grants have been submitted to and received from a number of government agencies to further support students including:

- Human Resources Canada (SALEP and Apollo)
- Ministry of Education Board Services.

6. SPECIAL EDUCATION SERVICES

Special education services regularly liaises with the following government facilities:

- W. Ross Macdonald
- Trillium Demonstration School
- E.C. Drury School for the Deaf
- Local medical facilities (McMaster Children's Hospital, Chedoke Hospital)

THE SPECIAL EDUCATION PLAN

LINKS TO LOCAL COMMUNITY INITIATIVES

1. COMMUNICATION SERVICES

Collaboration/Involvement with other local initiatives

n/a

Collaboration/Involvement with other agencies/associations

The collaboration and co-ordination of services to best meet student needs is an important element in the Hamilton-Wentworth Region. Speech/Language Pathologists in supervisory positions have formed an Interagency that meet monthly. Their purpose is to enhance integration and co-ordination of speech language pathology and audiology services for the population of the Hamilton-Wentworth region. Also, Speech/Language Pathologists working with school age children meet monthly for professional development. Agencies involved with the Hamilton-Wentworth District School Board is as follows:

- St. Joseph's Hospital
- St. Joseph's Community Health Centre
- Hamilton Health Sciences
- Community Care Access Centre
- Affiliated Services for Children and Youths
- Private Practice - Speech/Language Pathologists

2. PSYCHOLOGICAL SERVICES

Members of the Psychological Services department are involved in the following local initiatives:

- Hamilton-Wentworth Regional Police Youth Crime Committee
- Mohawk College Special Education Advisory Committee
- VON Palliative Care Committee

Regular liaison with the following agencies should also be noted:

- Brock University
- Canadian Cancer Society
- Centre for Studies of Children At Risk
- Chedoke-McMaster Hospital
- Children's Aid Society
- Hamilton-Wentworth Separate School Board
- John Howard Society
- McMaster University
- St. Joseph's Hospital

3. SECTION 19

At the present time the Hamilton-Wentworth District School Board Section 19 operation has an ongoing unique pilot program in partnership with Lynwood Hall Child & Family Centre to provide a "Section 19 Program without Walls". It is a fully integrated, "Day Treatment-Outreach Program" which takes regular Section 19 treatment and educational programming out to the child's home school. All the support arrangements that would prevail in an on-site classroom at Lynwood Hall are made available to the Outreach delivery team of Section 19 teacher and child and youth workers. This program is showing very encouraging results and arrangements will therefore be sought with MET to develop it even further. It is in many ways a provincial "lighthouse program" that has great promise to become extremely valuable in other communities. Further MET support for development and refinement will be essential for 1999-2000.

In addition to the above local initiatives, the Hamilton-Wentworth District School Board Section 19 staff and some trustees are actively exploring with the Hamilton-Wentworth Public Health Department the feasibility of establishing new Section 19 partnerships to specifically address the needs of teen age mothers for infant care on site where they (the mothers) can also continue to get their education. Hard data confirms that if a teen mother becomes pregnant within 18 months of her first delivery it becomes almost certain she will not complete further education and will conversely become entrapped in a social services support dependency syndrome. The human, financial and societal costs of the latter are enormous and are many times greater that the cost of providing adequate educational opportunities for this growing population at the critical first post delivery period.

Initial discussions of a third local initiative have just begun with Hamilton East Community Services Corp. to explore the possibility of the Hamilton-Wentworth District School Board providing a Section 19 classroom in a community based group home which would be used as a primary learning needs assessment centre for short term clientele who would then go on to other settings for academic/treatment program delivery. The shift of the Section 19 focus to assessment as a precursor to placement elsewhere for appropriate educational/treatment/other programming would be a unique shift in direction under Section 19 and will need detailed rationale and exploration with MET. A pilot program of this nature would be the goal for 1999-2000 with appropriate evaluation of same at specified points in time and at the end of the 1999-2000 academic year.

Further, opportunities for co-operative experiences in education are currently being explored at the Hatts Off - Farm site, one of the Section 19 treatment programs. Students continue to pursue academic credits for a portion of the day while involved in job placements in community settings.

Other initiatives are also in the early stages of discussion but are not developed enough to list here.

4. SOCIAL WORK SERVICES

There are numerous links to community initiatives. They include:

- Big Brothers: Mentoring and Promise Scholarships Program
- Women's Shelters and Community Child Abuse Council programs and services to reduce child abuse and family violence
- Public Health: School Board/Health Linkages
- ACTION Committee (many partners)
- Groups for children
- Child & Adolescent Consultations to schools
- Sexual Abuse Network
- Bereavement Network
- Suicide Prevention Council
- Canadian Centre for Children At Risk Centre
- Hamilton Health Sciences Corporation - Peer Mediation
- Community Action Program for Children
- John Howard Society: CHOICES

- CAS & CCAS: Risk Assessment
- Flamborough Information Services & Martha House - dating violence project
- Brock University (Hamilton Campus) yearly inservice training for teacher candidates

5. SPECIAL EDUCATION SERVICES

Collaboration/Involvement for specific students:

- Association of Agencies for Treatment and Development
- Canadian National Institute for the Blind
- Catholic Children's Aid Society
- Children's Aid Society
- Children's Development and Rehabilitation Program (Chedoke Hospital)
- Community Care Access Centre
- Local medical professionals and agencies
- Other School Boards
- Parent support and advocacy group
- Technical Access Clinic (Chedoke Hospital)

Other Collaboration/Involvement:

Special Education Coordinator is a member of:

- Disability Services Advisory Committee - External at Mohawk College
- Early Intervention Project Community Advisory Council
- Educational Assistant Program Advisory Committee at Mohawk College

NOTE: Many staff in the Hamilton-Wentworth District School Board are instructors for additional qualification courses at Brock University, St. Catharines.

THE SPECIAL EDUCATION PLAN

INVOLVEMENT OF OTHER MINISTRIES/AGENCIES

1. COMMUNITY CARE ACCESS CENTRE (CCAC)

The School Health Support Services Plan comes under the CCAC umbrella. CCAC also provides health services in the home.

Services available are nursing, Occupational Therapist, Physiotherapist, Social Work, health support workers, speech (issues as a result of a health problem, e.g., rehabilitation after a stroke.) These services are available to persons of all ages. CCAC also provides drug coverage while on the program. Equipment may also be supplied; CCAC will provide up to two pieces of equipment for a maximum of two months.

Dressing supplies are also provided. All placements in long-term care facilities are arranged by CCAC.

Examples of home services:

1. A student who requires orthopedic surgery may need services at home such as specialized equipment, nursing and post-operative physiotherapy.
2. A child whose functional ability is well below average and whose needs are causing stress for the family may qualify for the assistance of a nurse or health support worker.

School staff can call the case manager for their school to request that a student be assessed for service at home. Case Managers will also provide families with information about all community services available.

2. EARLY CHILDHOOD EDUCATION

Involvement with Ministry and Community Agencies are essential components to the Early Identification School Entry Process for student with special needs. Ongoing planning and coordination occurs to facilitate a smooth transition from pre-school.

- St. Joseph's Community Health Centre
- Chedoke Child and Family Centre
- Community Care Access Centre
- Early Childhood Integration Support Services

- Hamilton Association for Community Living
- Hamilton Health Sciences Corporation (Children's Development and Rehabilitation Program)

The Hamilton-Wentworth District School Board also has links to the following agencies:

- Umbrella Family and Child Centres of Hamilton
- Affiliated Services for Children and Youths
- The Ontario Association for Child Care in Education
- The Association of Early Childhood Educators: Hamilton Branch

3. SECTION 19

Under the New Funding Model, the new grant legislation for Section 19 is defined in Regulation 287-98. The Education Act allows for Ministry of Education funding to Boards of Education where they deliver educational programs in specified settings. The settings defined in Reg. 287-98 Section 19 (1) involve community agencies/organizations which must operate under one of several defined pieces of provincial legislation.

These defined Acts are:

- The Charitable Institutions Act
- The Child and Family Services Act
- The Homes for Retarded Persons Act
- The Homes for Special Care Act
- The Public Hospitals Act
- The Nursing Home Act
- The Ministry of Correctional Services Act
- The Young Offenders Act.

Psychiatric facilities are also listed, so by implication, the Mental Health Act is also operative here. The HWDSB operates Section 19 programs in concert with several community partners who operate under one of the above pieces of legislation. Not all of the above Acts are represented in our partnerships. The primary associated legislation for the HWDSB Section 19 programs are:

- Child and Family Services Act
- Young Offenders Act
- The Public Hospital Act

In addition to these legally mandated linkages for co-delivery partnerships with community agencies/organizations, the HWDSB Section 19 program has communications linkage with other community stakeholders such as the Children's Aid Societies, Regional Social Services, the Public Library Systems, the local Basic Education Association, the local Literacy Council, Public Health, etc.

SPECIAL EDUCATION RESOURCES

FURNITURE & EQUIPMENT

Construction of specialized furniture/equipment (including desks and step stools) is regularly undertaken for students within the Hamilton-Wentworth District School Board. Purchase of specialized equipment (including Garavanta stair-traks) is regularly undertaken on an as needed basis.

Cost recovery is made for construction or purchases if outside source of revenue/funding is available.

CAPITAL IMPROVEMENTS

During the Stub Budget year (January 1, 1998 to August 31, 1998), the Plant Services Department of The Hamilton-Wentworth District School Board completed its first strategically planned barrier-free accessible upgrade plan known as the Barrier-Free Accessible Accommodation Plan for Mountain Elementary Schools (within the City of Hamilton) in addition to elevator projects undertaken in two (2) secondary schools.

Work completed within this period included:

Barrier -Free Accessible Accommodation Renovation (ramp, universal accessible washroom & stage lift)	@ Cardinal Heights Elementary School
Barrier-Free Accessible Accommodation Renovation (universal accessible washroom)	@ Fernwood Park Elementary School
Barrier-Free Accessible Accommodation Renovation (ramp, universal accessible washroom & stage lift)	@ Ridgemount Elementary School
Barrier-Free Accessible Accommodation Renovation (universal access washroom & stage lift)	@ Sherwood Heights Elementary School
Barrier-Free Accessible Accommodation Renovation (universal access washroom)	@ Seneca Elementary School
Modernization and Barrier-Free Upgrade of Existing Passenger Elevator (Phase I of II)	@ Westdale Secondary School
Installation of New Barrier-Free Passenger Elevator (Phase I of II)	@ Westmount Secondary School

CAPITAL IMPROVEMENTS

During the Budget year (September 1, 1998 to August 31, 1999), the Plant Services Department has planned the following work:

Modernization and Barrier-Free Upgrade of Existing Passenger Elevator (Phase II of II)	@ Westdale Secondary School
Installation of New Barrier-Free Passenger Elevator (Phase II of II)	@ Westmount Secondary School
Installation of Barrier-Free Access Ramp @ S/E Entrance	@ Eastmount Park Elementary School
Barrier-Free Modifications for Glenwood Program (Universal access washrooms)	@ Fairview Elementary School
Barrier-Free Modification (Elevator, stair lifts, universal access washroom & ramps)	@ Barton Secondary School
Barrier-Free Modification (Universal access washrooms)	@ Hill Park Secondary Schools

All fixed equipment needed to complete the aforementioned projects was included within the scope of work for each project.

LONG TERM "STRATEGIC" PLAN

The Accessibility "Pathways" Committee first met on October 21, 1998 with the mandate to "identify the school facilities within the Hamilton-Wentworth District School Board that meet the needs of physically disabled students" and "determine a **pathway** of schools with a JK to grade 5(or 6) school, a middle school (grade 6 or 7 & 8) and finally a secondary school. A pathway for each of the six (6) cluster areas (since changed to eight (8) Education Accommodation Study Areas/Zones) of the school board should be developed".

The report of the Accessibility "Pathways" Committee presented to the Special Education Advisory Committee (SEAC) held on March 24, 1999 included:

- the DRAFT of a proposed policy entitled Accessibility (Barrier-Free) Pathways Policy
- the DRAFT of a proposed spreadsheet entitled Preliminary "Pathways" - Revision 5

The report is based upcn the use of a large number of congregated sites that would be renovated to provide barrier-free accessible accommodation for the physically challenged to create identifiable "pathways" of educational facilities to meet the needs of students and staff who require specialized facilities support services. The level of service proposed has been identified as dependent barrier-free for the physically challenged. Within this definition, it is agreed that a minimal amount of assistance will be provided by other students and staff within the school. The types of renovations to be completed include the installation of elevators, stage lifts, stair lifts, automatic door openers, universal access washrooms (equipped with change tables), entrance/exit ramps, drinking fountains, stairway/handrail modifications and appropriate signage. The renovations would not include full changes of the existing interior door hardware (from knobs to latches).

The educational facilities identified included:

- 17 of 71 (24%) JK to grade 5 (or 6) schools
- 8 of 18 (44%) grade 6 or 7 & 8 schools
- 10 of 27 (37%) JK to grade 8 schools

- 35 of 116 (30%) elementary schools

- 12 of 18 (67%) secondary schools

- 47 of 134 (35%) all schools

A minimum of thirty (30) pathways were shown on the spreadsheet in the report presented by the "Pathways" Committee.

Overall, approximately forty-four per-cent (44%) of all student accommodation spaces were proposed to be made barrier-free accessible for the physically challenged through this report.

The budget to complete the modifications necessary at the identified school facilities listed on the DRAFT-Preliminary "Pathways" - Revision 5 is estimated to be $5,300,000.00.

The major portion of the work proposed in the report will be completed as specific barrier-free accessible renovations at the identified facilities is estimated to cost $3,900,000.00.

The minor portion of the work proposed in the report will be completed as general capital renovations, renovations that will include the barrier-free accessible renovations within the overall scope of work, at the identified facilities is estimated to cost $1,400,000.00.

The timeframe planned for the completion of the renovations needed to accomplish the plan that was presented in the report will span eight (8) years from 1999 to 2007.

In comparison, the budget extend the report and complete the modifications necessary to make **all** school facilities in the Hamilton-Wentworth District School Board barrier-free accessible for the physically challenged, thereby providing universal access, is estimated to total $15,000,000.00.

APPENDIX I

SPECIAL EDUCATION ADVISORY COMMITTEE REFERENCE MANUAL

DRAFT

SPECIAL EDUCATION ADVISORY COMMITTEE

REFERENCE MANUAL *



* Supplemental document to the Provincial
Handbook for Members of Special Education Advisory Committees

FALL 1998

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INTRODUCTION

The following pages reflect the sections of The Education Act (Revised Statutes of Ontario, 1990) that refer directly to Special Education Advisory Committees. They are presented in this document to allow the members of the Special Education Advisory Committee, The Hamilton-Wentworth District School Board and the public to have full understanding of the rights and responsibilities of the Special Education Advisory Committee.

Provision of Special Education Programs and Services

Section 170(7) of the Education Act R.S.O. 1990 states that:

Every Board shall provide or enter into an agreement with another Board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XII, the French language, as the case may be. 170(7)

The Hamilton-Wentworth District School Board maintains a steady interest in, and provides for, the education of students under its jurisdiction who may in any way be considered exceptional.

SPECIAL EDUCATION ADVISORY COMMITTEE
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
TERMS OF REFERENCE

Ontario Regulation 464/97 made under the Education Act

NAME: The name of the committee shall be The Hamilton-Wentworth District School Board Special Education Advisory Committee.

MANDATE: The mandate of the Special Education Advisory Committee of the Board is to make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services.

COMPOSITION:

The Special Education Advisory Committee shall consist of:

a) one representative from no more than twelve local associations. Local association is defined as an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults;
b) one alternate for each representative to sit at the table;
c) three trustees appointed by the Board;
d) up to eight additional members. Additional members are defined as members who represent an organization which furthers the interests and well-being of one or more groups of exceptional children or adults and who are neither representative of a local association or members of the Board or another committee of the Board.

The composition of the SEAC membership shall reflect the range of exceptionalities within the Hamilton-Wentworth District School Board.

Qualifications:

A member of SEAC must be a Canadian citizen, 18 years of age or older, a resident within the area of jurisdiction of the Board and a public school board elector.

A person is not qualified to be a member of SEAC if he/she is employed by the Board.

TERMS OF OFFICE:

The members of the Committee shall hold office during the period of time for which the Board of Trustees holds office.
The Board may fill vacancies for the remainder of the term of the vacancy.
Until the vacancy is filled, the alternate shall act in the member's place.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each member is expected to:

1. respond to the needs of all exceptional students under the jurisdiction of the Board;
2. respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases;
3. acquire and maintain a working knowledge of the special education programs and services provided by the Board;

4. present to the Committee the interests, concerns and suggestions of the association which he/she represents, regarding the programs or services of the Board;
5. suggest items of concern for inclusion on the agenda;
6. suggest appropriate educational topics for discussion;
7. make motions for debate and decision;
8. keep the local association which he/she represents informed of the proceedings of the Committee;
9. be available as an informed and knowledgeable resource to the parents of exceptional children This could include providing information on the special education programs, services and procedures of the Board including in particular the Identification, Placement and Review procedures and appeals;
10. be available as an informed and knowledgeable resource for the schools and the community;
11. attend meetings on a regular basis, or to inform the alternate and the SEAC chair or SEAC secretary when he/she cannot attend the meeting. When so informed, it is the responsibility of the alternate to attend the meeting and act in the member's place.

COMMITTEE MEETINGS

Quorum

A quorum is defined as the majority of the members of the Committee.

Meeting Dates/Times

Meetings shall be held once monthly, except July and August.
Meetings shall commence at 7.15 pm and end at 9:15 pm. Extensions may be made by a majority vote.

Rules of Order

The appropriate rules of the Board shall govern the order and conduct of the meeting of the Committee

Election of the Chair/Vice-Chair

At the first meeting of the Committee following the Board's initial meeting, the members shall elect one of their members as chair and one of their members as vice-chair for a one-year term. The vice-chair shall act as the chair in the chair's absence

Voting

Every member present at a meeting, or his/her alternate when attending the meeting in place of the member, shall have one vote
The chair may vote with the membership
In the case of a tie vote, the motion shall be lost

DUTIES OF THE BOARD

1) The Board shall make available to the SEAC personnel and facilities necessary for the proper functioning of the committee.
2) The Board shall provide the members of SEAC and their alternates with timely information and orientation regarding:

(a) the role of SEAC and the Board in relation to special education,
(b) Ministry and Board policies and Board decisions relating to special education.

3) Prior to making a decision on a recommendation made by SEAC, the Board shall provide an opportunity for SEAC to be heard by the Board or any other committee of the Board to which the recommendation is referred.
4) SEAC shall have the opportunity to participate in the Board's annual review of the special education plan.
5) SEAC shall be provided with the opportunity to participate in the annual budget process as it relates to special education.
6) SEAC shall be provided with the opportunity to review the financial statements of the Board that relate to special education.

[Note: Revisions to the clause re Election of the Chair/Vice-Chair were approved at the February 11, 1999 Regular Board Meeting.]

THE MEETING AGENDA

The agenda is the responsibility of the chair, with assistance as necessary from the administrators. All members have the right to suggest items for the agenda.

The agenda should be prepared well in advance of the meeting; copies should be in the hands of the members before the meeting begins.

Agendas should include:

1. Items of current importance, relevant information and topics for study or discussion dealing with special education, including the annual review of the Special Education plan, as mandated by the Ministry of Education and Training;
2. Reports from trustee members concerning current or projected board activities and, in particular, information concerning proposed changes which might affect special education programs and services;
3. Reports from members representing the local associations including association concerns and suggestions, in addition to information about conferences and meetings;
4. Reports from administrators providing new or updated information on special education matters;
5. Discussion of priority items established by the committee on an annual basis;
6. Any other matters of importance to the members relating to the mandate of the committee.

Meeting Attendance by S.E.A.C. Members:

- S.E.A.C. members are expected to attend all meetings. It is the S.E.A.C. member's responsibility to contact the alternate to attend the meeting in his/her place.
- It is responsibility of a S.E.A.C. member to inform the Minute Room that he/she will be absent and that an alternate will attend (if possible). As much notice as possible should be given to the Minute Room. A representative will lose his/her seat as a member of S.E.A.C. if he/she is absent from three consecutive regular meetings without authorization by resolution.

ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN

Each school board in the province of Ontario must submit an annual review of its special education plan, which provides information about delivery of programs and services to the exceptional students resident with the Board. The Ministry of Education and Training sets the parameters of the annual review, which may include student population, personnel, program design and modification, accommodation, transportation policies and practices, and other special needs as identified.

Every board shall ensure that the special education plan of the board is reviewed annually by the board and that the review is completed prior to the 15th day of May in each year. Reg. 306(1)(3).

Every board shall ensure that its special education plan provides for the enrollment and placement of each person under the age of twenty-one years who is qualified to be a resident pupil of the board and who resides or is lodged within the area or jurisdiction of the board... Reg. 306(5)(1).

DOCUMENTS

Ministry of Education and Training Documents

The Ministry of Education and Training produces documents that pertain to special education programs and services. If you wish to review the document(s), please contact the Special Education Department.

1. The Education Act (Revised Statutes of Ontario. 1990) and Revised Regulations of Ontario.(1990). The sectors of the Act and the Regulations which have particular relevance to special education are as follows:
2. Special Education Monographs.
3. Ministry Memoranda. These are periodically issued to schools boards. Committee members should be informed and given an overview of memoranda which pertain to special education programs and services. The Ministry's Responses to the Board's Review of the Special Education Plan should be available to Committee members for use during the annual review process.
4. Regulation 181 (Identification and Placement of Exceptional Pupils)
5. The New Ontario Curriculum. K-8.
6. **Note**: The Ministry of Education and Training has a number of publications which are currently being revised. These include, but are not limited to:
   - SEAC Handbook
   - Definitions of Exceptionalities

Board of Education Documents

1. Annual Reviews of Special Education Programs and Services for:
   - The Board of Education for the City of Hamilton
   - The Wentworth County Board of Education
2. Parents' Guide
3. Reports from particular departments of committees which may pertain to special education (e.g.,transportation, accommodation).
4. Other documents and information which may be available through the supervisory officers, supervisors, or consultants of the Board.

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard - SEAC Chair
V. Wylson-Sher - SEAC Vice-Chair

Elected Officials of the Board
Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell Catherine
B 523-6760 H 628-0623

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Nalda
B 385-5391 or 521-2100 Ext 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs Bernadine
B 523-8600 Ext 2150
MacKinnon Barbara [Alternate]
B 523-8600 Ext 3609
H 627-7775

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H 387-4182
Jackson, Kathi [Alternate]
H 304-7878

Ontario Psychological Association
[Vacant]

The Children's Aid Society of Hamilton-Wentworth
Vlanovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

LIST OF TRUSTEES
1998 - 1999
FAX:521-2544

Hamilton Wards 1 & 2
Judith Bishop 528-7740

Hamilton Ward 3
Eleanor Johnstone 545-9081

Hamilton Ward 4
Ray Mulholland 547-2237

Hamilton Ward 5
Canon Joseph Rogers 546-6176

Hamilton Ward 6
Laura Peddle 574-2534

Hamilton Ward 7
Lillian Orban 573-8181

Hamilton Ward 8
Wesley Hicks 383-2222

Ancaster/Glanbrook
Bruce Wallace 648-4910

Dundas
Heather Bullock 628-4720

Flamborough
Reg Woodworth ..... (519)647-3397

Stoney Creek
Janice Dewar 578-7753

ACRONYMS

A.D.D. ..... Attention Deficit Disorder

A.D.H.D. ..... Attention Deficit Hyperactivity Disorder

C.A.P. ..... Central Auditory Processing

C.C.A.C. ..... Community Care Access Centre

D.D. ..... Developmentally Delayed

E.S.L. ..... English as a Second Language

E.A. ..... Educational Assistant

G.L.D. ..... General Learning Disability

I.E.C. ..... Industry Education Council

I.E.P. ..... Individual Education Plan

I.P.R.C. ..... Identification, Placement and Review Committee

I.S.A. ..... Intensive Support Amount

L.R.T. ..... Learning Resource Teachers

M.E.T. ..... Ministry of Education and Training

M.C.S.S. ..... Ministry of Community and Social Services

M.I.D. ..... Mild Intellectual Disability

O.S.R. ..... Ontario Student Record

O.T. ..... Occupational Therapist

P.A.A.C. on S.E.A.C. ..... Parent Association Advisory Committee

P.D.D. ..... Pervasive Developmental Delay

P.T. ..... Physiotherapist

S.E.A.C. ..... Special Education Advisory Committee

S.E.P.P.A. ..... Special Education Per Pupil Amount

S.L.D. ..... Specific Learning Disability

S.L.P. ..... Speech Language Pathologist

APPENDIX II

PARENTS' GUIDE

THE HAMILTON-WENTWORTH DISTRICT
SCHOOL BOARD
100 Main Street West
Hamilton, Ontario
L8N 3L1
(905) 527-5092
Website www.hwdsb.on.ca

A GUIDE TO SPECIAL EDUCATION

For Parents And Pupils



May, 1999

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. These services may on occasion be purchased from another Board. The Guide to Special Education will provide you with information about the Identification, Placement, and Review Committee (IPRC) and set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement and appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board contact(s) listed below:

Hamilton-Wentworth District School Board
(905) 527-5092
School Contact(s) _____

_____

Notes:

1. If you wish to receive this Guide to Special Education in braille, large print or audio cassette format, please contact the Board at the address or telephone number shown on this guide.
2. When used in this guide, the word "parent" includes "guardian".

Special Education Programs and Services

The Board receives special education funding from the Ministry of Education and Training. The Board determines e programs and services that will be provided for both exceptional and non-exceptional students.

What is a Special Education Program?

A special education program is defined in the Education Act as an education program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called on Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional student.

What are Special Education Services?

Special Education Services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program.
The Hamilton-Wentworth District School Board has a range of services provided by:

- Resource Teachers/Learning Resource Teachers
- Learning Centre Teachers
- Special Class Teachers
- Classroom Teachers
- Itinerant teachers for blind and deaf students
- Educational Assistants
- Principals/Vice Principals
- Special Education Consultants
- Special Education Coordinator
- Speech and Language Pathologists
- Social Workers
- Psychologists
- Psychoeducational Consultants
- Superintendents
- Trained Volunteers

School Health Support Services:

Students who need a specialized health service at school such as occupational therapy, physiotherapy, nutritional counselling, speech therapy or nursing may be referred to the School Health Support Services Program administered by The Hamilton-Wentworth Community Care Access Centre.

Individual Education Plan

A student who needs modifications to the academic and/or behavioural expectations for his/her grade level <u>may</u> have an Individual Education Plan (IEP) written even without a formal identification as an exceptional student. The plan is based on a student's strengths and needs. It will outline long-term and short- term goals as well as the strategies, resources and special equipment that may be required to help him/her be successful. It is important that IEPs are developed in consultation with parents. The report card marks will be based on the student's progress according to his/her IEP.

nce your child has been identified as exceptional an IEP <u>must</u> be completed and will include:

- specific learning expectations for your child;
- an outline of the special education program and services that will be used;

- a statement about the methods by which your child's progress will be reviewed;
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post secondary school activities, such as work, further education, and community living.

If your child has been identified as exceptional, an IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

Identification, Placement and Review Committees

What is the role of the IPRC?
The initial IPRC will:

- discuss your child's strengths and needs
- decide whether or not your child should be identified as exceptional
- identify the area(s) of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education and Training
- decide an appropriate placement for your child
- give the reason(s) for placement if a special education class is recommended.

Who is identified as an exceptional student?
The Education Act defines an exceptional pupil as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training. A copy of the pertinent criteria will be provided to you concerning your child's possible area(s) of exceptionality(ies).

What placement decision will be made at an IPRC?
Placement decisions that can be determined by the IPRC are:

- regular class, with modifications
- special class
- special day school.

How is an IPRC meeting requested?
The parent may make a written request to the principal for an IPRC and the principal must initiate one;

or

the principal may, with written notice to you as parent, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must inform you of approximately when the IPRC will meet and provide a copy of this parents' guide.

May parents attend the IPRC meeting?
Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of your child's school
- other resource people such as your child's teacher, special education staff, board support personnel, or the representative of an agency, who may provide further information or clarification
- your representative - that is, a person who may support you or speak on behalf of you or your child
- an interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC, through the school, will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received from the school personnel.

What happens at an IPRC meeting?

- The chair or a school team member will introduce everyone.
- The chair will explain the purpose of the meeting.
- The IPRC will review all available information about your child.

The IPRC members will consider:

- an educational assessment of your child;
- subject to the provisions of the Health Care Consent Act, 1996, a health and/or psychological assessment of your child conducted by a qualified practitioner if the IPRC members feel that such an assessment is required to make a correct identification or placement decision;
- interviewing your child, with your consent if your child is less than 16 years of age, if the IPRC members deem that it would be useful to do so;
- any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

Following the sharing of information, the committee:

- may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older; and
- will encourage you to ask questions and join in the discussion.

After all the information has been presented and considered, the committee will make its decision on identification and placement.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preference.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preference, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reason(s) for that decision in its written statement of decision.

What will the IPRC's written Statement of Decision include?

The IPRC's Statement of Decision indicates:

- whether the IPRC has identified your child as exceptional. If so, the Statement of Decision states the category(ies) of exceptionality(ies) defined by the Ministry of Education and Training;
- the IPRC's placement decision (regular class, special class or special day school);
- where the IPRC has decided that your child should be placed in a special education class, or special day school, the reason(s) for that decision.

What happens after the IPRC has made its decision?

If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The Statement of Decision may be signed at the IPRC meeting or taken home and returned to the school.

If you do not agree with either the identification or placement decision made by the IPRC, you may request within 15 days of receiving the decision that the IPRC hold a second meeting to discuss your concerns. If you still do not agree after the second meeting, an informal mediation process is available to you prior to formally appealing the IPRC decision.

How do I appeal an IPRC decision?

If you do not agree with the IPRC decision, you may file a written notice of appeal with the Secretary of the Board within 30 days of the original decision or within 15 days of receiving the decision of a review meeting. Your notice of appeal must indicate the decision with which you disagree and must include a statement explaining why you disagree.

The appeal process involves the following steps.

The board will arrange for a special education appeal board to be established to hear your appeal.

The appeal board will be composed of three people: one member selected by the board; one member selected by the parent(s) of the pupil; and a chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair. The first two selections shall be made within 15 days of the board receiving notice of appeal. The chair shall be selected within 15 days of the first two members being chosen. Members of the appeal board may not have any prior knowledge of the matter under appeal.

The chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within 30 days of his/her selection unless written consent is received from both the parents and the board agreeing to a later date.

The chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.

The appeal board shall make its recommendation(s) in writing within 3 days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations. The Board shall provide written notice within 30 days indicating what action it will take after considering the appeal board's decision and recommendations.

Parents may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written appeal for a Special Education Tribunal.

Review IPRC

Once a child has been placed in a special education program, will the placement be reviewed?

Yes, a Review IPRC meeting is held each school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.

- You may request in writing to the principal a Review IPRC meeting anytime after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to your child's current IEP.
- The IPRC will review the identification and placement decisions to decide whether they should be continued or whether a different decision should be made.

Support Groups

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. The school team can direct you to the appropriate community organizations.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

This committee, made up of representatives of parent associations, trustees, and other related community agencies, advises the Board on issues of Special Education. The representatives advocate for special needs children regardless of their exceptionality and can be of assistance to all parents. SEAC welcomes parents to attend their meetings. A list of this year's S.E.A.C. members is enclosed as a supplement in this Guide.

PARENTS' RIGHTS OR DUTIES

You have the right to:

- request an IPRC in writing to the school principal
- attend the Initial and Review IPRC and bring your representative
- request a placement in a Regular class
- agree or disagree with the IPRC decision
- sign the statement of decision at the IPRC or, after consideration at home, return the statement of decision to the school as soon as possible
- request in writing a review of your child's identification and/or placement anytime after your child has been in the special education program for 3 months
- receive a copy of your child's IEP within 30 days after your child has been placed in the program
- appeal the IPRC decision
- request an application for School Health Support Services
- be consulted in the development of your child's IEP

APPENDIX III

GUIDELINES FOR THE IPRC PROCESS

revised January, 1999

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GUIDELINES FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETINGS (School and System)

- *The following pages outline the practices and procedures for school and system IPRCs. As revisions are made from time to time, schools will receive an updated copy.*
- *The term 'IPRC' throughout these guidelines refers to both Initial and Review IPRCs.*
- *Much of the information is a summary of the requirements as stated in Regulation 181 98: Identification and Placement of Exceptional Pupils.*
- *Regulation 181 replaces Regulation 305.*
- *In these guidelines, Regulation 181 requirements are referenced in [ ].*
- *For more in-depth information, please refer to the complete Regulation.*

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Notification of Meeting

1. The term 'parent' includes 'guardian' [I (1)]. The principal is to confirm legal guardianship of the pupil.

2. A ***written*** Notification of Meeting form must be given to the parent of the pupil and to the pupil, if the pupil is 16 years of age or older [I 5(5)]

3. The principal will determine the person(s) responsible for sending copy(ies) of the written Notification of Meeting form and for placing the original in the pupil's OSR.

4. This written Notification of Meeting form must be given at least 10 working days prior to the date of the IPRC [I 5(5)]

5. If the Notification of Meeting form is being sent by mail, it must be mailed at least 17 days prior to the IPRC [I 3(1),(2)].

6. The bottom section of the Notification of Meeting form is to be signed by the parent(s), returned to the school and attached to the OSR original.

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Establishment of Committees
Committee Procedures
(School and System)

1. Each Identification, Placement and Review Committee must have at least three members [II 11(1)].

2. One member must be:
a) a principal OR
b) a supervisory officer.

The principal or supervisory officer may designate a person to act in his or her place as a member of the IPRC without the approval of the board. The only people who can be designated to act in the place of a principal or a supervisory officer are another principal or supervisory officer. [II 11(3), (4)].

EXCEPTION Until Ministry clarification is received, if the principal is not available, s/he may designate a Vice-principal On the IPRC Statement of Decision form it must clearly state that the Vice-Principal is the Principal's Designate.

3 The principal of the school at which a pupil is enrolled:
a) may on written notice to a parent of the pupil, and
b) shall at the written request of the parent of the pupil,
refer the pupil to an Identification, Placement and Review Committee [IV 14 (1a,b)].

4 Within 15 days of informing a parent in writing of the intent to hold an IPRC, the principal shall provide the parent with
a) a written statement of the (approximate) date of the IPRC,
b) a copy of the Parents' Guide (for an initial IPRC) [[IV 14 (6a,b,c)], and
c) a copy of the completed IPRC referral package.
Note. In most cases, the written intent is provided by the Notification of Meeting form.

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5. Within 15 days of receiving a written request from a parent, the principal shall provide the parent with:
a) written acknowledgment of the request,
b) a written statement of the (approximate) date of the IPRC,
c) a copy of the Parents' Guide (for an initial IPRC) [IV 14 (7a,b,c)], and
d) a copy of the completed IPRC referral package.
Note: In most cases, the written statement of the date of the IPRC is provided by the Notification of Meeting form.

6. An IPRC shall obtain and consider an educational assessment of the pupil [IV 15(1)].

7. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(2)].

8. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(3)].

9. Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil. A parent of the pupil has a right to be present at the interview [IV 15(4),(5)].

10. The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil [IV 15(6)].

11. The committee shall consider any information submitted to it that it considers relevant [IV 15(7)].

12. As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to
a) a parent of the pupil, and
b) the pupil, where the pupil is 16 years of age or older [IV 15(8a,b)].
NOTE 1: This does not apply to oral information submitted at the IPRC [IV 15(9)].
NOTE 2: The chair will provide the information through the school. The school is responsible for providing parents with a copy of the completed IPRC referral package prior to the IPRC.

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13 At the IPRC, the committee may:
a) discuss any proposal for special education services or special education programs and SHALL do so at the request of a parent or a pupil who is 16 years of age or older, [IV 16(1)], and
b) make recommendations regarding special education programs and special education services [IV 16(2)].

14 The IPRC shall not make decisions about special education services or special education programs [IV 16(4)].

15 An IPRC may be held after a placement has been in effect for three months but may not be made more often than once in every three month period. [V;21(2)].

16. For a Review IPRC, the committee shall consider the pupil's progress with reference to the pupil's IEP, with written permission of a parent of the pupil [IV 23(2)].

17. A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the Review IPRC to the principal of the school at which the special education program is being provided [IV 21(3),(4b)].
The principal is to ensure that the parent is aware of the right to a Review IPRC within each school year but that the parent may dispense with it if desired. If the parent wishes to dispense with a Review IPRC, the principal is to coordinate the completion of the written NOTICE TO DISPENSE WITH A REVIEW IPRC form. The original is to be placed in the OSR and one copy is to be sent to Special Education Services, Education Centre. If a parent wishes to dispense with the Review IPRC, the principal may still convene an IPRC. In either case, the Individual Education Plan (IEP) shall continue to be reviewed and updated on a regular basis, as outlined in the next section "Individual Education Plans".

revised January, 1999

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INDIVIDUAL EDUCATION PLANS

1. For each exceptional pupil, there must be an Individual Education Plan (IEP) [I 6(2)].

2. The IEP must include:
a) specific educational expectations for the pupil;
b) an outline of the special education program and services to be received by the pupil; and
c) a statement of the methods by which the pupil's progress will be reviewed [I 6(3a,b,c)].

3. Where the pupil is 14 years of age or older, the IEP must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living. This does not apply for a pupil identified as exceptional solely on the basis of giftedness [I 6(4) (5)].

4. In developing or reviewing/updating a plan for transition as outlined in #3, the principal shall consult with such community agencies and post-secondary educational institutions as s/he considers appropriate. [I 6(7)].

5 In developing or reviewing/updating the IEP, the principal shall:
a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
b) take into consideration any recommendations made by the committee regarding special education programs or special education services [I 6(6a,b); I 7(3a,b)].

6. Within 30 days of placement of the pupil in the special education program by an IPRC, the principal shall ensure:
a) that the IEP is completed or reviewed/updated;
b) a transition plan is included where required;
c) a copy is sent to the parent and to the pupil who is 16 years of age or older; and
d) that the IEP is included in the pupil's OSR unless the parent objects in writing [I 6(8)]; [I 7(7a,b,c); I 8].

7. For more detailed information and a sample of both an IEP and Transition Plan, refer to the Ministry Individual Education Plan (IEP) Resource Guide 1998.

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Identification and Placement Decisions
(School and System)

1. A parent and a pupil 16 years of age or older are entitled:
   a) to be present at and participate in all IPRC discussions about the pupil; and
   b) to be present when the IPRC's identification and placement decisions are made [I 5(1a,b)].

2. A parent and a pupil 16 years of age or older have the right to have a representative present at an IPRC for support [I 5(3)].

3. When making a placement decision, the IPRC shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
   a) would meet the pupil's needs; and
   b) is consistent with parental preference [IV 17(1a,b)].

4 If, after considering all of the information that it considers relevant, the IPRC is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class [IV 17(2)].

PARENTS' GUIDE

1 A revised Parents' Guide is currently being developed.

2 In the meantime, schools are to use the existing Parents' Guide.

3 Copies of the Parents' Guide are to be kept at each school. A copy is to be sent home with each Initial IPRC Notification of Meeting form [IV 14(6a)].

4 Schools are also encouraged to give parents a copy during the process leading up to a possible IPRC.

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Statement of Decision Form
(School and System)

1. The school team will complete Page 3 of the Statement of Decision form ("Statement of Strengths and Needs") prior to the IPRC.

2. The IPRC committee may make revisions to Page 3 ("Strengths/Interests" and "Needs/Strategies to Address Needs") to reflect information presented at the meeting.

3. Refer to pages 18-19 of the Individual Education Plan Resource Guide 1998 from the Ministry of Education and Training for sample wordings of need statements.

4. The chair will determine who will complete pages 1 and 2 of the Statement of Decision form as part of the IPRC deliberations.

5. The chair of the IPRC will ensure that the Statement of Decision form is completed accurately.

6. As soon as possible after the IPRC, the original Statement of Decision form will be given to the principal to be filed in the pupil's OSR, with a copy to:
   a) the parent(s),
   b) the pupil, if 16 years of age or older, and
   c) Special Education Services, c/o special education secretary at the Education Centre ([IV 18(1a,b,c,d);[V 23(3a,b,c,d)]

7 At a system IPRC, the special education consultant who chaired the meeting will take a copy of the Statement of Decision form with parent's signature OR the principal will obtain the parent's signature and send a copy of the Statement of Decision form to the IPRC chair.

8 Once a parent has signed to consent to a special class placement, the student will be placed in a special education class or on a waiting list

TRANSPORTATION REQUESTS

For those students who are eligible to receive transportation to and from a special class or special day school, it is the responsibility of the **sending** principal to make arrangements with the transportation department. A final decision regarding responsibility for requesting transportation will be made by June, 1999.

SCHOOL
IDENTIFICATION , PLACEMENT AND REVIEW COMMITTEE

(A) SCHOOL INITIAL IPRC

1. Purpose
   - To consider if a non-exceptional student meets board criteria to be identified as exceptional.
   - To make a decision for special education placement if a student is deemed to be exceptional. (The only placement decision at a school Initial IPRC is **REGULAR CLASS**.)

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Special Education consultant or coordinator.
   - at least 2 other board approved persons, as determined by school principal (one MUST be a Principal or a Supervisory Officer or designate).

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- The school's special education consultant is to be part of the process leading to the Initial IPRC.
- Schools will send the special education consultant the two-page IPRC Information Profile and the IPRC "Statement of Strengths and Needs" (page 3 of IPRC Statement of Decision form) prior to the initial IPRC.

3. Location
   - Student's current school

(B) SCHOOL REVIEW IPRC (for exceptional students whose placement is REGULAR CLASS)

1. Purpose
   - To review at least annually the identification and placement for an exceptional student whose placement is REGULAR CLASS (The only placement decision at a school review IPRC is **REGULAR CLASS**).

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - One principal OR a Supervisory Officer or designate.
   - At least 2 other board approved persons, as determined by school principal.

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- If a student's identification is to be changed, the special education consultant must be an IPRC member.
- If the student is to be deemed non-exceptional, the special education consultant may be an IPRC member.

3. Location
   - Student's current school

draft

SYSTEM
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A) SYSTEM INITIAL IPRC

1. Purpose

- To consider if a non-exceptional student meets board criteria to be identified as exceptional OR
  To review identification for an exceptional student.
- To make a decision for special education placement if a student is deemed to be exceptional.

Note:

- Placement options for an initial system IPRC to consider for an exceptional student.
  * Regular Class * Special Class * Special Day School

2. IPRC Membership (Regulation 181 stipulates at least 3 members)

- Special education consultant or coordinator (chair)
- A principal, supervisory officer or designate
- One of: special education consultant or coordinator, principal, supervisor of Communication Services or Psychological Services or Social Work Services

Notes:

- A principal on a system IPRC cannot be the sending or potentially receiving principal.
- Principals will be selected from a pool of volunteers.
- Special education department will decide on the composition of the IPRC.

3. Location

- Central site(s) to be determined by the special education department.

B) SPECIAL CLASS REVIEW IPRC

1. Purpose

- To review at least annually the identification and placement for an exceptional student whose placement is SPECIAL CLASS or SPECIAL DAY SCHOOL.

2. IPRC Membership (Regulation 181 stipulates at least 3 members)

- Refer to the accompanying chart

3. Location

- Refer to the accompanying chart.

draft

revised January, 1999

draft

IDENTIFICATION CRITERIA

1. The IPRC is to use the board approved interim criteria for identification to decide if a student meets criteria to be identified as an exceptional student.

2. A student may be identified in 2 discrete areas of exceptionality if the student meets the board approved interim criteria for each. This student is considered to have a DUAL exceptionality. Both exceptionalities are to be listed on the IPRC determination form. If one exceptionality is more significant than the second one, the more significant one will appear first and is the one which will be entered into the computer system.

3 Identification of a student as MULTIPLE is not be confused with a dual exceptionality. Refer to the Ministry definition and to the board's Interim criteria for MULTIPLE. If you have any questions about whether to identify a student as MULTIPLE, contact your special education consultant.

NOTE: The board approved interim criteria for identification will be reviewed for possible revisions by May, 1999

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETINGS

	POSSIBLE IDENTIFICATION DECISION	POSSIBLE PLACEMENT/ PROGRAM DECISION	IPRC CHAIR	REQUIRED MEMBER (per Reg. 181)	OTHER POSSIBLE MEMBERS	SITE	ROLE OF CONSULTANT
SCHOOL INITIAL	Non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL INITIAL	From non-exceptional to exceptional	Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	No change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SCHOOL REVIEW	Change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	From exceptional to non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SYSTEM INITIAL	Non-exceptional	N/A	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	From non-exceptional to exceptional	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	Change of identification	Reg Class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	No change of identification	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement or program	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	Change identification	No change of placement or program	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Must be on IPRC
SPECIAL CLASS REVIEW	Change identification	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change to Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	From exceptional to non exceptional	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change from Sp class to Special day school Change from Special day school to Special class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	Change from Special class to Special day school Change from Special day school to Special Class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr SO Supervisor	**Central Site	Chair of IPRC

KEYS:

Placement - Regular class, Special class, Special day school
Program - type of special class
Pr - Principal **Cons** - Special education consultant **Coor** - Special education coordinator **Sp ed T** - Special education teacher **SO** - Supervisory Officer **VP** - Vice principal
G - Guidance head (Secondary) **Sup/Supervisor** - Supervisor of Communication/Psychological/Social Work Services

* School sets schedule for IPRC(in conjunction with Special education consultant if member of IPRC)

** IPRC schedule and central site are organized by Special Education Services according to System IPRC dates; 3 copies of System IPRC referral to be sent to Special Education Services by deadline

DRAF

APPENDIX IV

CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

The revised categories of exceptionality and definitions will be presented to SEAC in May and then presented to the Board of Trustees in June. Once the Board has approved the revisions, a revised copy will be sent to the Ministry of Education and Training for inclusion in this section of the Special Education Plan.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

MULTIPLE EXCEPTIONALITIES - MULTIPLE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or handicaps.	Student must meet criteria in at least 2 exceptionalities. The combination of significant needs are of such severity that they require a multi-faceted approach to meet the student's unique needs.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – BLIND AND VISUALLY IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e. limited vision, blind).	Evidence of the following which adversely affects educational performance: ➢ Partial or total impairment of vision as documented by a written medical diagnosis from an eye specialist.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – PHYSICAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
ORTHOPAEDIC AND/OR PHYSICAL HANDICAP A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	Evidence of the following which adversely affects educational performance: ➢ ongoing physical and/or orthopedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.	

ria were reviewed by members of S.E.A.C. for input on [illegible]er 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder characterized by: (a) inability to profit from a special education program for the educable retarded because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and (c) limited potential for academic learning, independent social adjustment, and economic self-support	Evidence of the following which adversely affects educational performance: ➢ A moderate to severe delay in: ▪ all areas of cognitive functioning as documented by a psychological assessment (augmented by a language assessment where appropriate) and ▪ academic functioning as documented by standardized academic assessment and may be associated with ➢ delay in social and/or emotional functioning and/or ➢ delay in daily living skills functioning (as documented by a psychological assessment).	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES - GIFTED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	WISC-III Full Scale I.Q. 140 (99.6^{th} percentile) **OR** WISC-III Full Scale I.Q. 130 and above (98^{th} percentile) or WISC-III Verbal I.Q. 135 (99^{th} percentile) and above and Performance I.Q. 100 or WISC-III Performance I.Q. 135 (99^{th} percentile) and above and Verbal I.Q. 100 and one of the following: Rating of language skills above grade level and math skills at or above grade level as documented by standardized academic assessment or Rating of math skills above grade level and language skills at or above grade level as documented by a standardized academic assessment.	

ria were reviewed by members of S.E.A.C. for input on er 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – SPECIFIC LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: (a) is not primarily the result: i impairment of vision; ii impairment of hearing; iii physical handicap; iv mental retardation; v primary emotional disturbance or vi cultural difference; and (b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of: i. receptive language (i.e. listening, reading); ii language processing (i.e. thinking, conceptualizing, integrating); iii expressive language (i.e. talking, spelling, writing); iv mathematical computations; and (c) may be associated with one or more conditions as diagnosed as: i. a perceptual behaviour; ii a brain injury; iii minimal brain dysfunction; iv dyslexia; or v developmental aphasia	Evidence of the following which adversely affect educational performance: 1. significant discrepancy between assessed intellectual ability and academic achievement, as documented by a psychological assessment. 2. significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships) as documented by assessment and/or ➢ significantly weak mathematical computation and application skills and **may** be associated with ➢ perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard) and/or ➢ difficulty in concept information (i.e. understanding the relationship between ideas).	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – PERVASIVE DEVELOPMENTAL DISORDER/AUTISM

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder that is characterized by: (a) disturbances in: i. rate of educational development; ii ability to relate to the environment; iii motility; iv perception, speech and language; and (b) lack of the representational-symbolic behaviour that precedes language.	1. Written medical diagnosis by a qualified practitioner. 2. Evidence of the following which adversely affect educational performance: ➢ social interaction impairment and/or ➢ communication impairments as documented by written Speech Language consultation or assessment and/or ➢ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects and/or ➢ ritualistic and compulsive behaviour	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - LANGUAGE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of: i. language delay; ii dysfluency; and iii voice and articulation development, which may not be organically or functionally based.	Evidence of the following which adversely affect educational performance as documented by a Speech Language assessment: ➢ a moderate to severe impairment in expressive and/or receptive language functioning which may be accompanied by a speech disorder and which is not due to intellectual deficits and/or cultural difference.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – MILD INTELLECTUAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by: (a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; or (b) inability to profit educationally within a regular class because of slow intellectual development; and (c) potential for academic learning, independent social adjustment, and economic self-support	1. Evidence of the following which adversely affect educational performance: ➢ significant delay in: ▪ all areas of cognitive functioning as documented by psychological assessment and ▪ academic functioning as documented by standardized academic assessment. 2. There may be evidence of delay in: ➢ physical, social and/or emotional development ➢ daily living skills development 3. Evidence that there is not a moderate to severe delay in intellectual development.	

·ria were reviewed by members of S.E.A.C. for input on (er 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – DEAF AND HEARING IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf).	Evidence of the following which adversely affect educational performance, social and/or other activities: ➢ a significant chronic conductive or permanent hearing loss as documented by an audiologist and ➢ a delay or disorder in one or more communication skills, such as receptive/expressive language and articulation as documented by a Speech Language assessment or written consultation.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - SPEECH

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	Evidence of the following which adversely affect communication and learning: ➢ impairment in articulation, voice, and/or fluency which may significantly reduce social and/or emotional development as documented by Speech Language assessment and/or ➢ articulatory disorders resulting in severely unintelligible speech as documented by Speech Language assessment.	

APPENDIX V

ELEMENTARY AND SECONDARY SPECIAL CLASSES

SPECIAL EDUCATION CLASSES
1998-1999

ELEMENTARY

TYPE OF CLASS	DIVISION	# OF CLASSES
Assessment	Primary	1
Autistic	Primary	1
	Primary Junior	1
	Junior	1
	Intermediate	1
Behavioural	Primary	2
	Primary Junior	2
	Junior	4
	Intermediate	6
Communication(SLD/S&L)	Junior	12
Comprehensive	Primary Junior	5
	Junior Intermediate	3
	Intermediate	11
Developmental Disability	Primary	3
	Primary/Junior	3
	Junior	2
	Junior Intermediate	1
	Intermediate	2
General Learning Disability	Primary	2
	Junior	3
	Intermediate	3
Gifted	Junior	4
	Intermediate	10
Dead/Hard of Hearing	Pre School	2
	Primary Junior	2
	Intermediate	1
Multiple	Primary	1
	Primary/Junior	1
	Junior/Intermediate	1
	Intermediate	1
Physical	Primary	1
	Intermediate	1
Specific Learning Disability	Primary	4
	Primary Junior	5
	Junior	4
	Junior Intermediate	3
	Intermediate	8
Speech and Language	Primary	7

SPECIAL EDUCATION CLASSES
1998-1999

SECONDARY

TYPE OF CLASS	# OF CLASSES
Autistic	2
Comprehensive	6
Developmental Disability	8
Physical	1
Specific Learning Disability	1
Hearing Impaired	2

APPENDIX VI

ADMISSION AND DEMISSION CRITERIA

The admission and demission criteria for special classes are being developed by a committee representing several stakeholder groups. The criteria will be presented to SEAC in May and then presented to the Board of Trustees in June. Once the Board has approved the revisions, a revised copy will be sent to the Ministry of Education and Training for inclusion in this section of the Special Education Plan.

APPENDIX VII

PART 2 OF SPECIAL EDUCATION PLAN

- Questions
- Documentation

b) Educational Assistant Allocation and d) Intensive Support Amount (ISA) Claim Validations
ISA claim validation occurred on August 26 by two Ministry auditors. They offered very positive comments and constructive suggestions for our process. N. Harper is awaiting their written report.

N. Harper credited Sylvia Scarrow, Human Resources Officer, with doing a remarkable job working with Special Education staff to assign Educational Assistants to the system. Allocation of EAs will continue until all concerns have been considered.

c) Update on Barrier-Free Accessibility Plan
A committee is being formed to address this issue. At this point, the committee includes a Special Education Consultant, several principals and staff from Plant Services.

e) Update on Report of Special Education Transition Committee
N. Harper advised that revisions are nearly complete to forward to Executive Council. The IPRC process is being addressed with the intent to have a process in place that is responsive to schools' needs. Some school health support services will be addressed through the Anaphalaxis Policy Committee.

f) Early Identification of Students
This spring, 59 JK/SK students were identified as needing some level of support. For many that meant students needed EA support. Since then, additional students have been identified. In conjunction with Lynn Howarth-McCue, Consultant, Early Childhood Education, the JK/SK process for 1999 will be reviewed for potential ISA submissions.

D. Stupple questioned whether tying EA funding to ISA claims and Special Education funding was a positive step and might provide protection for EAs.

N. Harper responded there is a misperception that ISA claims equate to EA funding. She explained that ISA money is portion of the Special Education grant, part of which is to help support students (either one-on-one, EA support or other ways). In some ways (ISA) has helped to clarify the type of support offered to students. M. Botting concluded that the ISA funding model does not provide additional benefit to our board financially despite the following excerpt from a letter received from Minister D. Johnston and read by V. Wylson-Sher - "To assist boards in meeting the needs of their exceptional pupils, I announced a guaranteed level of funding for special education on June 15, 1998. This will ensure that programs and services for students with special needs are in place for the new school year. In addition, boards that are able to prove they require a higher level of funding because of a higher enrolment of students eligible for ISA funding will be funded at the higher level."

V. Kerr Jaskiewicz understood an extra allocation of $2 million had been added to educational funding to be divided among boards that can justify the need.

h) Special Education Plan (item formerly identified as Annual Review Plan)
N. Harper requested SEAC representation to ensure input throughout the process. While the submission date to the Ministry is May 15, she noted the Ministry only has a template in place. V. Kerr Jaskiewicz, B. Shepard, B. Shields, D. Stupple and C. Vidic agreed to volunteer.

In response to questions for clarification, N. Harper said this is *not* the amalgamation of the two board's previous plans, but is the new board's Special Education Plan. The term 'Annual Review' was considered to be misleading and was changed to 'Special Education Plan'. A monthly update was requested on the progress of the Special Education Plan.

V. Kerr Jaskiewicz then drew attention to sample information brochures (parents' guide, Individual Education Plan [IEP] and layout of special education plans) from the Toronto Board.

Children and Adults with Attention Deficit Disorders (ChADD)

C. Vidic announced the Association's November meeting (November 16) at 7:00 p.m. in the Main Auditorium of the Education Centre. It will be an open forum discussion.

Down Syndrome Association of Hamilton

B. Pupols reported that B. Shields, Hamilton Association for Community Living, spoke at the last Association meeting in regards to the funding model and its impact on services for our children.

B. Pupols also advised that members of the Association attended a conference in Pickering last October 24 which was sponsored by the Durham Down Syndrome Association. One of the workshops was "How to Modify Curriculum" and was presented by the school board's former Integration Consultant. The new consultant was also there to answer questions – he provided his phone number. B. Pupols encouraged anyone wishing to get more information about this particular workshop to contact her.

Canadian National Institute for the Blind (CNIB)

R. Peters referred to a news article in the Globe and Mail regarding CNIB's lobbying the government on the unavailability of curriculum for hearing-impaired students, noting the positive response as an indication of progress in this area.

8. Business Arising from the Minutes

(a) Monthly Update – Special Education Plan

N. Harper distributed and drew attention to the following:

- ⇨ Draft Special Education Plan – the timelines reflect the tasks which need to be completed. Volunteer SEAC members are required to assist in finalizing this document.
- ⇨ Special Education Plan specific to SEAC
  N. Dalziel suggested a more consolidated and concise reporting format be considered.

[Copies on file in the Minute Room.]

(b) Special Education Transportation Update

Deferred to next meeting.

(c) Update – Transportation – Alternate Care Students

Deferred to next meeting.

(d) Update – Tutor Grants – MOET

Deferred to next meeting.

(e) SEAC Flyer, Poster, New Parents' Guide

Copies of the following were distributed:

- ⇨ Newsletter – outlines the SEAC meeting dates for the year, a brief description of the nature/structure of SEAC and the special education issues considered by the committee. *[A copy on file in the Minute Room.]*

It was agreed: That the SEAC newsletter be approved.

Canadian National Institute for the Blind

R. Peters advised that every textbook in Ontario will be translated to Braille and suggested the Board budget for more Braille printers.

b) Special Education Plan

N. Harper noted that at the October meeting, members were provided with a draft timeline of the tasks necessary to submit the Special Education Plan to the Ministry by May 15.

Steering Committee N. Harper advised this committee will be comprised of B. Shepard, D. Stupple, N. Harper and M. Botting, plus a Learning Resource Teacher, elementary and secondary principal representatives. Trustee Bishop has been appointed as the Board representative. Because the Special Education plan touches various departments in the Board, they have been requested to report on specific components by December 19th. These responses will be collated and used to develop a philosophical basis for the Special Education Plan. A questionnaire has been sent to all schools and members were provided a laydown copy (attached) of the Special Education Plan questionnaire. Responses are needed by December 2nd for the Steering Committee's next meeting. A draft philosophy will be brought to the December meeting.

N. Harper suggested that once the second draft of the Parents' Guide was completed, the information contained in the Terms of Reference and Parents' Guide be included as the SEAC portion of the Special Education Plan. C. Vlahovich indicated she thought pages were missing from her draft, however, N. Harper believed the information was incomplete rather than pages being missing.

c) Committees

N. Harper noted that four or five sub-committees are bringing information to the Steering Committee on Special Education. The Steering Committee's next meeting is December 2 at 3:30 p.m. in Room 3. On December 19, the sub-committees will submit their reports for review by the Steering Committee during January.

Parent Guide Committee

C. Vidic advised that C. Poot is Committee Chair. The Committee reviewed guides from the two former boards and a sample guide from the Ministry. While providing necessary information, the intent is to make the Guide as 'reader friendly' as possible.

As the Guide needs to be vetted through SEAC, N. Harper hoped that the draft would be available for inclusion in the next SEAC delivery on December 9th.

It was noted that the Board's Mission Statement and Philosophy will not be included in this draft as trustees are developing this information at a workshop to be held December 10th and 11th.

Citing earlier SEAC pamphlets entitled W*hom do I See What Do I Say?, Does Your Child Need Special Programs? And Welcome to our School* J. Bishop suggested these may be useful examples. M. Botting will attempt to obtain copies of these brochures.

In discussing the Parents' Guide, several tangents were proposed:

a) A "cheat sheet" containing basic, simple facts be prepared in addition to the larger guide with a view that it would be less daunting to parents. L. Archer voiced her support for 'accessible' documents.

b) The Parents' Guide be translated into other languages to facilitate parent understanding.

c) That, as this Guide tells parents how to initiate the IPRC process, they receive a copy at the beginning, rather than the end of the process. R. Peters suggested that G. Moncur, HWPA, reinforce this responsibility with principals.

Early Learning Grant Allocation

T. Parker advised that as the county schools do not have Junior Kindergarten, the Committee has been examining various issues to do with the allocation of the Early Learning $1.1 million grant. A report, approved by the Board, divides the money as follows: a) $90,000 for a county communication team until the end of June, 1999. b) The remaining funds will be divided between county K-3 schools via a base grant of $12,000 + $125 per pupil. Principals will establish a committee of staff, parent and school council representatives to allocate the funds. He noted this grant will not continue if the Board implements JK in county schools.

J. Bishop added that if all schools offered JK, it would be more financially advantageous to the Board. She clarified that a) principals had been sent a survey on this issue and b) it was only a rumour that JK could be implemented in a maximum of 25 county schools before losing the Early Learning Grant Allocation.

V. Kerr Jaskiewicz and B. Shields were not available to provide a report on their respective Committees.

Prior to moving into Business Arising, B. Shepard reminded members to pick up the handouts for tonight's meeting including one regarding insurance for SEAC members

7. BUSINESS ARISING FROM THE MINUTES:

b) SEAC Flyer and Poster

J. Bishop advised that posters had been discussed in a cursory manner due to the uncertainty of funds. The main focus had been on the compilation of an insert for school newsletters.

It was moved by J. Bishop: That the SEAC flyer be circulated to schools with a request to include it in their newsletters.

C. Vidic suggested that "SEAC" be spelled out in full and the paragraph below the dates be moved up.

To the motion as amended. CARRIED.

J. Bishop requested M. Botting provide a covering letter to principals to accompany the flyer.

With regard to the Parents' Guide, N. Harper sought further input apart from the possibility that pages may be missing. It was suggested the Guide could be forwarded to the Steering Committee as it did not need to go to Board.

B. Pupols recalled a wallet-sized/credit-card sized school year calendar and W. Dowling offered this idea be forwarded to the School Year Calendar Committee.

8. NEW BUSINESS:

a) Potential Directions Draft (laydown)

A brief discussion ensued about how to respond by the December 15th timeline.

d) Trustees are aware of the serious Educational Assistant situation and further action is anticipated in January.

Hamilton-Wentworth Community Care Access Centre

B. Nabuurs welcomed the opportunity to be a representative. The Centre has moved to a new location.

CHOICES - Supporting People with Developmental Disabilities

H. Bushey spoke about the success of a pilot project initiated in October. With funding from Human Resources Development Canada and working with Burroughs & Associates, the pilot targets youths who ended their formal education at an early age and have a criminal record. The pilot provides up to 15 individuals with pre-employment training opportunities and CHOICES provides volunteer opportunities within their environment under this program. Some have expressed a desire to work in the social delivery system based on their experience. The funding for this program ends in April, at which time it will be evaluated; there is potential for three-year funding. This pilot is a departure in two respects for CHOICES: a) it involves a for-profit organization working with a non-profit organization and b) historically this organization has worked with individuals with developmental disabilities.

The members recessed for a ten-minute break.

b) Special Education Plan

Prior to this discussion, B. Shepard:

a) Advised N. Dalziel had departed during the break as she was ill.

b) Extended a belated welcome to B. Nabuurs, the new representative for Hamilton-Wentworth Community Care Access Centre.

c) Referring to the agenda, noted that the item under Distribution should read: Draft SEAC Letter re *Funding* Concerns.

(i) Special Education Plan – Draft Philosophy

N. Harper advised that as a result of the meeting with M. Sinclair, they have a clear idea of Ministry expectations for the Special Education Plan, i.e. accountability, structure, educational and other assessments. The Steering Committee (including SEAC representatives: J. Bishop, N. Harper D. Stupple, B. Shepard, M. Botting) has met twice and a series of meetings have been scheduled into March to review information from various committees. A handout (attached) was circulated to members, composed of the following three draft sections:

a) Reference Manual - supplemental document to Parent Guide.
b) Programs and Services Available Regardless of Exceptionality
c) Philosophical Basis for Providing Special Education Programmes and Services

Committee members were asked to give this draft document very careful perusal and submit written suggestions to the January meeting for the final version. Unless there is major disparity, N. Harper will collect the changes and edit the document. This initial draft is a synthesis of information received from all schools who did submit input as well from the committee. She specifically drew members' attention to the first bullet under Philosophical Basis, stating that some schools felt this was not necessary to include as it was in the Regulations. N. Harper has chosen to include it and asked members to indicate whether they support its inclusion.

(ii) Draft Parent Guide

C. Vidic advised a draft Guide will be included in the January agenda package for review. She thanked J. Bishop and A. Kappheim for their assistance and support on this project.

In response to questions, the following was clarified:

psychologist, who is an Ottawa-based writer on family life, raising children and how to have a happy and functional life around a special child.

Regarding the association's provincial council meeting, B. Shepard said she will provide further information after she has attended it.

(b) Special Education Plan

⇨ **Special Education Plan – Draft Philosophy (SEAC Input)**

N. Harper advised that the input received from the various departments was incorporated into the draft document. Briefly speaking on the progress of the steering committee to date, N. Harper asked the members for their input. She agreed to provide a forum to the members at the February SEAC meeting for this purpose and suggested that the committee could break into small groups to discuss any pertinent ideas/changes they may wish to include in the document. N. Harper noted the following timelines for the Special Education Plan:

March 1999 - Consideration of the Draft document
April 1999 - SEAC approval of the Final document
May 1999 - Board approval and subsequent submission of the document to the Ministry

The Chair of the Board affirmed that this document could be brought before the Board for consideration and approval at the May 13th Board meeting.

Towards the conclusion of the discussion, N. Harper commented that the pertinent areas requiring SEAC consideration include the following: (a) whole IPRC process – appeal process/procedures, criteria for making applications to provincial schools; (b) Individual Education Plan (IEP) – deviation from the plan, school/peer supports, volunteer resources; (c) communication strategies; and (d) transportation issues – may be deferred to the March 1999 meeting as additional information will be forthcoming from the Transportation Department.

⇨ **Draft Range of Programs and Services (SEAC Input)**

The members agreed to communicate directly to N. Harper any changes and/or suggestions they may wish to incorporate in this document.

⇨ **Suggestions for February Meeting**

As per the members' agreement earlier, the SEAC input on the Special Education Plan – Draft Philosophy will be dealt with at the February meeting – there will be small group discussions.

⇨ **System IPRC Placement**

N. Harper advised that the waiting list for special classes is fairly small at this time. Commending the efforts of the Placement Committee, N. Harper advised that, in spite of the significant number of students requiring special class placements, only five children in the primary division are still on the waiting list. The next IPRCs will be in March/April 1999, with the exception of gifted children. The next round of system IPRCs for these students have been tentatively set for the first week of June 1999.

At this point, the meeting recessed for a ten-minute break.

⇨ **Committees**

Parents' Guide Committee

See discussion under item 6, Special Education Report.

allotted 5.0 full-time equivalent (FTE) educational assistants. The committee will continue to look at ways of deploying other educational assistants for the balance of this year.

c) Over 21 Project

Stating that our board is awaiting the Ministry document which would outline the exact criteria for this year, N. Harper indicated that staff had done some preliminary discussions on the issue.

She added that the Ministry has not communicated a definite timeline for this project; however, boards have been advised on the need to prioritize the students due to limited funding. For the past year, less than 30 students in the province received funding.

(d) Special Education Plan – some sections

N. Harper briefly reviewed the information packages.

From 8:00 to 8:15 p.m., the following small group discussions were conducted:

i) Group 1: Informal Approaches to Solving Problems Prior to IPRCs
ii) Group 2: Appeal Process
iii) Group 3: Provincial and Demonstration Schools Criteria for Applying for Placement
iv) Group 4: School Support
v) Group 5: Communication

The input from the small group discussions was then collected and submitted to N. Harper.

e) Memo from the Ministry re Annual Review of the Special Education Plan

N. Harper referred to the revised requirements for the 1999 Annual Review of Special Education, particularly the responses to the questions in Part 2 which should be submitted with the Board's Special Education Plan by May 15, 1999. She then reviewed Appendix 1 – Topics to be Addressed in the Special Education Plan, drawing attention to her notes on some key areas.

B. Shepard and V. Wylson-Sher agreed to work together with N. Harper in developing the draft response.

6. Updates

(a) Members

i) J. Bishop distributed copies of her written update (see attached) which focused on (a) Secondary School Reform and (b) Extremely Low-Birth-Weight Babies and the link to Special Education. She then drew attention and then moved the following motion relating to item (b) of her update:

> **It was moved by J. Bishop: That the Special Education Advisory Committee request The Hamilton-Wentworth District School Board to write the Regional Municipality of Hamilton-Wentworth to express its concern about the incidence of low-birth-weight babies in this region.**
> **CARRIED.**

Responding to a query, the Chair of the Board affirmed that he will be writing the letter upon Board approval of the above motion.

Hamilton-Wentworth District School Board

Memo

To: **All Principals**

From: Nancy Harper, Co-ordinator of Special Education

Date: 10/27/98

Re: Special Education Plan

The Ministry of Education and Training has mandated our Board to develop a comprehensive Special Education Plan. Part of the Plan requires an overview and philosophy of programs and services. In order to develop a philosophy for the delivery of special education programs and services which reflects the opinions of a range of stakeholders, the input of school staffs, support staff and SEAC is being requested. Principals are requested to coordinate the completion of the following information and to fax the information to Nancy Harper (fax 521-2538) by November 12. To facilitate the review of all submissions, please complete in point form. The draft philosophy and overview of Special Education Services for our Board will be presented to SEAC on November 25.

PHILOSOPHICAL BASIS FOR PROVIDING PROGRAMS AND SERVICES:
(eg belief systems about the education of all students, including students with special needs; rationale for providing special education programs and services)

TYPES OF PROGRAMS TO BE PROVIDED REGARDLESS OF CATEGORY OF EXCEPTIONALITY:
(eg possible models of delivery; persons to provide programs, accessibility issues; specify types of programs)

TYPES OF SERVICES TO BE PROVIDED REGARDLESS OF EXCEPTIONALITY:
(eg services to include both personnel and materials; accessibility issues)

GENERAL COMMENTS RELATED TO SPECIAL EDUCATIONAL SERVICES

Nancy Harper
Co-ordinator of Special Education
NH:jm

Memo to: Learning Resource/Resource/Learning Centre teachers who volunteered to be part of Special Education Plan

From: Nancy Harper, Special Education Coordinator

Dear

Thank you for volunteering to be part of the development of the first Special Education Plan for the Hamilton-Wentworth District School Board.

There are many different committees which will have specific tasks to complete within established timelines so that we can meet Ministry deadlines.

In order to maximize efficiency of time for the teachers involved, the organization of the committees will occur right after the LRT inservice on October 28 which is scheduled to end at 10 a.m. This first meeting should last no longer than one hour. At that time, I will outline the basic structure and components of the Plan and then describe the specific committees we need. People will be given an opportunity to select one committee and then break off into small groups to establish a chair, set specific tasks and look at additional meeting times. Please check with your principal to see if you can stay the extra time for this initial planning meeting.

Your expertise and commitment will be important contributions to the Board's Special Education Plan and I look forward to meeting with you on October 28.

Yours truly,

Nancy Harper
Special Education Coordinator

Memo to: Instructional Services Staff involved in the development of the Special Education Plan

From: Nancy Harper and Marguerite Botting

Date: October 27, 1998

The Ministry of Education and Training has mandated the Hamilton-Wentworth District School Board to prepare a comprehensive Special Education Plan and to submit it to the Ministry by May 15, 1998.

In order to prepare a Plan that reflects a team approach to Special Education, we have assigned specific sections to staff in Instructional Services who have expertise in those areas. Accordingly, you are asked to coordinate the preparation of the sections on:

The attached page provides a format for you to use. Please have your secretary type in Times New Roman, font size 12. To facilitate the final formatting of the entire Plan, you are asked to submit your completed information in disc form to Nancy Harper by December 19, 1998.

Your input and cooperation in developing this comprehensive Special Education Plan will greatly contribute to the programs and services for students and parents.

If you have any questions. please contact Nancy Harper.

Nancy Harper

Marguerite Botting

FORMAT TO USE FOR SPECIAL EDUCATION PLAN

Use 1 inch margins top and bottom
Use 1 inch margins left and right
Use Times New Roman type

MAIN TITLE (centred, capitalized and bold - 20 font size)

Leave 2 spaces between Main Title and Subtitles or beginning of report.

Subtitles (see front page; you may have others you wish to add.)

. Leave 1 space after subtitle.
. left side of margin
. 16 font size
. italicized and bold but not capitalized or underlined
. As appropriate, use sentences in paragraph format.
. You may wish to include some information in chart form. Use portrait style for charts.
. Leave one space after subtitle before beginning description.

Main body of report:
. 12 font size

PLEASE SUBMIT INFORMATION IN DISC FORM TO NANCY HARPER BY DECEMBER 19, 1998.

SPECIAL EDUCATION PLAN

COMMITTEE: CURRICULUM MODIFICATIONS

CHAIR: Rita Knapp

MANDATE:

. to establish criteria for modifying curriculum
. to provide a range of curriculum modifications offered
. to provide a range of other accommodations offered

COMMITTEE MEMBERS:

. Include regular class and curriculum consultants

Deadline for submission: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: PARENTS' GUIDE

CHAIRS: Cheryl Poot

MANDATE:
. to develop a new version of the Parents' Guide, using the Ministry example as a template for personalizing the processes and information for our Board

COMMITTEE MEMBERS:

Deadline for submission of Parents' Guide: December 9/98

SPECIAL EDUCATION PLAN

COMMITTEE: Forms, including IEP

CHAIRS: Steve and Jeremy

MANDATE:
** to develop and set procedures for use of IEP, under the provisions and guidelines of Ministry Resource document and Regulation 181

. to develop forms for use in Special Education

. to establish a process for computerized versions of all forms

COMMITTEE MEMBERS:

Deadline for submission of IEP information: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: IPRC PROCESS
CHAIR: Bob Morrallee

MANDATE:

* to develop processes for:

. informal approaches to solving problems prior to IPRCs

* to develop processes for:

. informing parents
. parental involvement
. gathering information
. identificaton
. statement of needs
. recommending placement
. annual review
. requests for interim reviews
. meeting with parents prior to rendering decision to board
. communicating decisio to board
. process (see Special Education Monograph No.2)

**Processes must adhere to Regulation 181.

COMMITTEE MEMBERS: Include regular class/special class and resource teachers

Deadline for submission: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: S.E.A.C.

. Roles and responsibilities

. Meeting times, places, format and open to public

. Nominations process

. Members' contact information

. Means of participation (face-to-face; electronic; for members; for others)

COMMITTEE MEMBERS:

Deadline for submission to Nancy Harper: December 19, 1999

SPECIAL EDUCATION PLAN
STEERING COMMITTEE
MONDAY, NOVEMBER 23, 1998

1. Welcome and Introductions

2. Mandate of Committee/Role of S.E.A.C.

3. Review of Special Education Plan

4. Sub Committees set to date

5. Timelines

6. Questions and Answers

7. Schedule of meetings for Steering Committee

8. A.O.B.

NH:jm
1998 11 23

REPORT OF THE

TRANSITION COMMITTEE

FOR

SPECIAL EDUCATION

AND RELATED

STUDENT SUPPORT SERVICES

1998 10 28

REPORT of the TRANSITION COMMITTEE
for
SPECIAL EDUCATION AND RELATED STUDENT SUPPORT SERVICES

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Special Education & Related Support Services

TRANSITION COMMITTEE

CHAIR – MARGUERITE BOTTING – SUPT. OF INSTRUCTIONAL SERVICES

COMPOSITION

Balance – Elementary/Secondary & City/County

Area Represented	*Number*
1. Communication/Speech & Language Services	2
2. Consultant/Co-ordinator/Project Team Leader	2
3. Educational Assistants	2
4. Parent/School Council/Home & School	2
5. Psychological Services	2
6. School Administrator	4
7. SEAC	2
8. Social Work Services	2
9. Teacher	4
10. Trustee	1
TOTAL	23

DATE, TIME, LOCATION OF FIRST MEETING

April 2, 1998
4:00 – 6:00 p.m.
Rooms 2 & 3 – Education Centre

WORK GROUPS

Balance Elementary/Secondary & City/County

I. STUDENT SUPPORT SERVICES

- Communications/Speech & Language Services
- Psychological Services
- Social Work Services

II. SPECIAL EDUCATION PROGRAMS

- IPRC process (Identify & Placement Criteria)
- Special Ed. Placements

III. OTHER RELATED SUPPORT SERVICES

Compensatory Education
Nutrition Program
Educational Assistants
School Health Support Services
Job Coach/TWEP

Itinerant Home Instruction
Home Schooling
SALEP
Section 27
Alternative Education

Transition Work Group

Student Support Services

Communications/Speech & Language Services, Psychological Services, Social Work Services

Chair : Katherine Yantzi

Name	Position
Adler, Carol	Teacher Modified & Enchanced Program – Highland Sec.
Baker, Joanne	Consult-Spec. Ed.
Brink, Kathy	Principal, Linden Park
Charles, Kelly	Teacher / Consultant – Billy Green
Colgan Eileen	
Cunningham, Leslie	Consultant – Social/Interpersonal Skills
Darling, Jeni	Supervisor – Sp.&Lang – Went.
Dawson, Richard	Principal – Glenwood
Hanarahan, Cheryl	Program (H.D. Secretary)
Husband, Stephanie	Parent Council/Centennial
Lane, Wanda	Principal – Bennetto
MacFarlane. Tanya	Parent
Mazza, Alexandra	Teacher – Tweedsmuir
McQuinn, Debbie	Speech Path – Crestwood
Muldowney-Brooks, Trish	Social Worker – Queen Mary
Nanckievel, Mrs.	Parent - Yorkview School Council
Pearson, Barbara	Teacher – Helen Detwiler
Powell, Malcolm	Supervisor – Social Work
Rivers, Lorraine	Teacher -Assessment – Glen Echo
Tew, Peppy	Teacher/G. R. Allan
Tombolini, Margaret	
Tomlinson, Janice	S.O.
Vicencio, Monica	Social Worker – Tweedsmuir
Wall, Joyce	Parent School Council Chr – Viscount
Watt, Janet	Consultant – Special Education
Wilkinson, Judy	Consultant - Psych
Willson, Sandra	E.A. – Helen Detwiler
Wynne, Jan	
Yantzi, Katherine	LRT/Memorial

Updated April 6/98

Transition Work Group

Special Education: Related Support Services – Group B

Itinerant Home Instruction, Home Schooling, Alternative Education, Section 27

Chair: Marg Campbell

Name	Position
Bates, Michelle	Social Worker - Wentworth
Beuhler, Dave	Teacher - Transitions
Bossert, Pat	Teacher- Section 27
Buntain, Gail Patti	Vice-Principal - Dundana
Campbell, Marg	Co-ordinator, Special Education Sec. 27 – County
Carbone, Maria	Teacher – Cardinal Heights
Coleman, Joe	Student
Hutton, Wendy	Project Team Leader – Section 27 - City
Kaye, Tim	Social Worker – SALEP
Kelland, Rob	Teacher – Mountain View
Kelly, Peg	Teacher – GET Program - Ancaster
Law, Tessa	Teacher – Parkdale
MacFarlane, Ruth	Vice-Principal – Dalewood
O'Shea, Eileen	Social Worker - County
Pentland, Bobbi	Program Leader – Phoenix / OSSTF Rep.
Ridley, Barb	Vice-Principal – Ancaster High
Smith, Linda	Parent – Glen Brae
Tindall, Lauren	Principal – Queen Victoria
Tkachuk, Sue	Teacher – Mountain View
Trimble, Warren	SALEP - City
Wyatt, Diane	Consultant – Section 27 – Ancaster Senior

Transition Work Group
Special Education
IPRC Process (Identify & Placement Criteria) Special Education Placements
Chair: Carol Campanella

Name	Position
Anchell, Gillian	Consultant- Secondary School
Anderson, Brian	Consulant - Gifted
Butterworth, Norma	Teacher – Itinerant – Hearing Impaired
Campanella, Carol	Consultant – Special Education
Church, Anne	Parent
Chisholm, Marion	EA – Sp/Lang & Hring Imp.
Davidge, Steve	Teacher - Prince of Wales
Domenichetti-Watts, Madelyne	Parent School Council – Glen Brae / Glen Echo
Evans, Lorne	Consultant-Special Education
Flanagan, Therese	Teacher – Mountain View School
Gregory, Kathy	Parent – Seneca School
Harper, Nancy	Coordinator – Special Education
Hazel, Dave.	Teacher – Pleasant Valley
Herrell, Nancy	Speech Pathologist - County
Hutton, Dave	Principal – Mountain Secondary
Janssen-Sjostrom, Jeannette	Teacher – Delta Secondary
Jenkins, Libby	Parent
Jose, Karen	Parent – Queen Victoria
Joudrie, Nancy	Teacher – Burkholder
Kappheim, Arlene	SEAC
Legere, Janice	Parent
Luxon, Anne	Principal – Lloyd George
Meyer, Sylvia	Consultant – Special Education- County
Morrow, Don	Principal – Huntington Park
Peall-Ward, Judy	Consultant – Special Education
Peebles, Marie	Parent – Queen Victoria
Penrose, Susan	Parent
Peters, Sandra	Teacher / PA – Hillsdale
Petrie, Penelope	Teacher – Highview School
Pupols, Bev	SEAC
Santor, Karen	Teacher Glenwood School
Short, Sharon	Teacher – Seneca
Spriggs, Ursula	Teacher – Bagshaw School
Tsaros, Linda	Consultant - Psych

Transition Work Group

Special Education: Related Support Services – Group A

(Comp. Ed., Nutrition, Ed. Assistants, School Health Support, Job Coach/TWEP)

Chair: Kevin Heer

Name	Position
Adams, Catharine	President, CUPE (Local 4153)
Bishop, Judith	Trustee
Borselino, Maxine	Parent – Peace Memorial
Bowler, Sharon	LRT/DD Teacher – Highview
Buttle, Chuck	V.P. – Lake Ave.
DiFazio, Anna	Speech & Language
Djjuric, Bertha	Parent – Robert Land
Forewell, Dina	E.A. – Queensdale
Goodridge, Cynthia	LRT – Holbrook
Gregerson, Heather	Social Worker – Roxborough Park
Hawley, Idella	Parent – Robert Land
Heer, Kevin	LRT – Roxborough Park
Hibbins, Kathie	Proj. Team Leader, Social & Interpersonal Skills
Holden, Susan	TWEP
Jarvis, Wendy	Job Coach – Saltfleet
Kirilo, Debbie	E.A. – Roxborough Park
LaCombe, Dave	Principal – Hillcrest
Lane, Maxine	Social Worker – Robert Land
MacNeil, Wilma	E.A. – Lake Ave.
Pittaway, Jim	Consultant – Special Education
Robertson, Laura	E.A. – TWEP, Parkview
Rundle, Debbie	Teacher – Roxborough Park
Scarrow, Sylvia	Human Resources Officer
Millett, Margy	Principal – Roxborough park

GUIDING PRINCIPLES

- RESPECT FOR INPUT FROM A VARIETY OF SOURCES
- HARMONIZATION OF BELIEFS, POLICIES, PRACTICES
- CONSIDERATION OF:
  - FAIRNESS AND ACCESSIBILITY
  - EFFECTIVE & EFFICIENT PROGRAM DELIVERY
  - COST EFFECTIVENESS

QUESTIONS to ask yourself .....

Is this recommendation educationally sound?

Is this recommendation politically acceptable?

Is this recommendation financially viable?

Special Education & Related Support Services

OPERATIONALIZING THE GUIDING PRINCIPLES

WORK GROUPS

- REVIEW EXISTING LEIC RECOMMENDATIONS
- DETERMINE IF ADDITIONAL DATA IS REQUIRED
- SUPPORT EXISTING RECOMMENDATIONS OR PROPOSE ALTERNATE RECOMMENDATIONS WITH RATIONALE
- IF NEW ISSUES ARE IDENTIFIED, PROPOSE RECOMMENDATIONS WITH RATIONALE

TRANSITION COMMITTEE

- REVIEW THE WORK GROUP RECOMMENDATIONS WITH A FOCUS ON ALIGNMENT, CONSOLIDATION, HARMONIZATION AND REFINEMENT
- PREPARE RECOMMENDATIONS FOR SUBMISSION TO THE BOARD IN ACCORDANCE WITH THE POLICY DETERMINATION PROCESS
- DEVELOP POLICY STATEMENTS, WHERE APPROPRIATE, FOR BOARD APPROVAL

6-10

TRANSITION COMMITTEE

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

Protocol for Questioning Presenters

1. Our committee will formulate clear questions and recommendations for all work group members who make a presentation. These will be stated clearly upon closure of the presentation.

2. Our committee will use the "Decision-Making Criteria" as we review the points given within a presentation. We shall share these criteria with the work group.

3. The message that our committee gives will be supportive as well as respectful for each and every work group.

4. Our committee expects every work group to use the Organizer given by the "Transition Steering Committee."

5. Our committee invites the whole work group to participate in their presentation.

6. If consensus cannot be achieved, a decision will be made by a majority vote.

7. Work groups should provide a clear rationale with expansion of this for further understanding. If necessary, work groups should be specific and provide a framework if at all possible.

8. Consideration should be that finances are one piece of the context, not the whole context.

9. Any individual committee member's remarks can be regulated by another member or the chair.

10. For each work group presentation, standard questions as well as the guiding three questions will be posed by the chair. Supplementary questions may be posed by the committee members or through he chair.

TRANSITION COMMITTEE

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

Questions

All presenters were given these questions prior to meeting with the Transition Committee. This would guide the presentation and would also ensure that critical information was developed.

1. Is this recommendation educationally sound?

2. Is this recommendation politically acceptable?

3. Is this recommendation financially viable?

4. How does this recommendation benefit students?

5. Is there equity in both program and process?

6. Does the recommendation encourage flexibility and creativity?

7. Does the recommendation provide the most enabling environment as well as process/

8. How is this recommendation "time effective"

9. How is this recommendation "cost effective'

10. Define simply the unresolved issues.

Transition Committee for Spec[illegible]ducation and Related Services
Decision-Making Process

Recommendation	Benefits the Student •Measurement/Review • Accountability • Self-concept / self-image • Program Review •Challenging • Board or School Research	Program/ Process Equity • Basic opportunities for all regardless of individual needs • Range of Programs (Reynolds) • Based on School Research	Encourages Flexibility & Creativity • Human/Material Resources • Programs • Processes	Most Enabling Environment/ Process •Best for kids •School acceptance regardless of needs •Challenging each student to grow •Based on sound research	Time Effective •Professional resources • Use of consultant staff •Use of staff with students •Balance among meetings, paperwork and working with kids	Cost effectiveness • Affordable Sustainable • Benefits of Programs •Tangible/Intangible •Long term costs •Prevention model as a long term savings •Based on sound research	Politically Acceptable •MOET expectations •Philosophically sound •Parent involvement/ approval •Transparent and open to all •Feedback from all stakeholders as part of a formal review structure	Unresolved Issues
1.								
2.								
3.		**As presentations were made, members of the Transition Committee used this grid to evaluate how effectively the recommendations met the guiding principles.**						
4.								
5.								
6.								
7.								

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

HOME INSTRUCTION

Majority Approval by Transition Committee: 98.05.14

Outstanding Issues:

1. Refer to "caution" statement regarding collective agreements.
2. The parent needs to request medical statements to ensure the board does not incur third party billing.
3. A student's intermittent absences due to serious medical issues should be supported as well, e.g. students with degenerative diseases, experiencing oncology treatment, etc. There should be a liaison with educational programs provided in the medical setting.
4. A more definitive policy with procedures needs to be developed regarding student needs and support services for those needs.
5. It is important to note that the shorter time frame when Home Instruction begins will have higher costs.
6. Home Instruction is intended for students who are too ill to attend school. It is not intended for students who have a mobility problem.
7. Home Instruction will begin immediately upon receipt of medical documentation, which indicates an anticipated absence that meets the appropriate timeline qualification. Otherwise, schools may make program materials available.

Attachment(s) Organizer
Home Instruction Policy and Regulations

ORGANIZER

WORK GROUP TOPIC: HOME INSTRUCTION

CHAIR: MARG CAMPBELL

PHILOSOPHY

(Vision - Strategic Direction -Why?)

Allowed under the Education Act...

It is necessary for students to have access to instruction during prolonged medical treatment which prevents attendance in schools.

Students should be taught by their home school teacher, when possible.

The majority of students are most comfortable with their home room teacher. It involves less planning time for the teacher who has already planned for his/her class.

STRUCTURE

(Operational Components, What?)

Elementary

Medical documentation that the student will be away for a 4 - week period.

Secondary Semestered Schools

Medical documentation that the student will be away for a 2-week period.

HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Supervised by the Area Superintendent and the home school principal.

See attached Regulations or Operational Procedures.

****

CAUTION

Collective agreements must be respected. Check Hamilton Supply Teacher's contract to see if it specifies that home instruction can only be assigned to Permanent Supply Teacher Contract.

COST - RESOURCES NEEDED

Amount will vary year to year due to the number of students who require the service.

IMPLEMENTATION

(When? Timelines?)

This could begin in September 1998.

HOME INSTRUCTION

POLICY STATEMENT:

It is the policy of The Hamilton-Wentworth district School Board to provide Home Instruction in accordance with the Education Act and Administrative Regulations or Operational Procedures.

ADMINISTRATIVE REGULATIONS OR OPERATIONAL PROCEDURES

1. **Qualifications**
   Home Instruction may be provided for a student who is absent from school because of illness, and for whom medical evidence is submitted stating that the student is unable to attend elementary school for at least a period of four weeks or is unable to attend secondary school for a period of at least two weeks.

2. **Procedures**
   (a) The principal completes a "Request for Home Instruction" form in duplicate.
   (b) The principal submits both copies to the Superintendent of Schools.
   (c) Upon approval, the Superintendent will return one copy to the principal.
   (d) The principal shall provide the Home Instruction Teacher with a "Home Instruction Report" form to record time spent and submit for payment.
   (e) The regular classroom teacher(s) of the student shall be given first opportunity to provide home instruction to the student.
   (f) If the regular classroom teacher is unable to provide service, the Principal will contact a supply teacher from the compiled list of available teachers for home instruction.
   (g) The student remains on the register of the school wherein he was enrolled prior to home instruction and all materials, equipment, etc. will be provided by the school.
   (i) When home instruction is discontinued, the principal shall notify, by telephone, the appropriate Superintendent of Schools.

6-16

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

HOME SCHOOLING

Majority Approval by Transition Committee: 98.05.14

Outstanding Issues:

1. There is a need to identify which supervisory officer would have responsibility for the evaluation of home schooling programs.

Attachment(s) Organizer
Home Schooling Action Plan

ORGANIZER

WORK GROUP TOPIC: HOME SCHOOLING

CHAIR: MARG CAMPBELL

PHILOSOPHY

(Vision - Strategic Direction - Why?)

CHILDREN OF COMPULSORY MUST ATTEND SCHOOL UNLESS EXCUSED FOR "SATISFACTORY INSTRUCTION" (HOME SCHOOLING).

STRUCTURE

(Operational Components, What?)

The District School Board adopt the Hamilton structure as outlined in the attached submission.

HOW?

(Staffing, Supervision, Delive of Service, Who?)

Superintendent to appoint someone to coordinate the process and revise Hamilton forms to reflect the new Board name and dates.

Supervisor of Social Work is informed when a parent refused involvement or there is no evidence of satisfactory instruction and the student does not return to school.

Supervisor of Social Work (as Chief Attendance Counsellor must be notified annually of students excused under home schooling

COST - RESOURCES NEEDED

A portion of the appointed person's time must be allocated to coordinate meetings and ensure that Home ·oling - Review Committees are established and ervice is provided to committee members.

IMPLEMENTATION

(When? Timelines?)

September 1998

Home Schooling Action Plan (Effective September/96) APPENDIX I

Task	Who	When	Outcome
Identification/Tracking			
• Parent informs school/Board of homeschooling decision.	Parent	As required	
• Central register is developed.	Principal/Parent	As required	• Central homeschool register is developed.
• Tax assessment base is confirmed.	Superintendent	As required	
• Letter is sent inviting parents to attend an information meeting to provide: (a) information package (roles/responsibilities/resource list/assessment process) (b) learning outcomes tracking forms (language, math) (c) an opportunity for dialogue with team leaders/assistant superintendent.	Superintendent	Fall	• Parents are aware of their homeschooling responsibilities.
• Materials are mailed to parents who were unable to attend the information meeting.	Superintendent	As required	
• School register is adjusted as required and student OSR is forwarded to Mountain Office.	Principal	As required	• All student OSR folders are centrally filed.
Assessment			
• Assessment meetings to determine satisfactory assessment are arranged.	Superintendent	April	• Home Schooling Review Meetings to determine satisfactory instruction are scheduled.
• Home Schooling Review Committees (HSRC) are constituted (Principals [2] Team Leader and Learning Centre teacher) at central locations to (a) conduct the assessment process to determine if satisfactory instruction has taken place and (b) to determine homeschooling status for the next school year.	Superintendent	May	• Assessment process is complete.
• Superintendent is notified of assessment outcome and status for the next school year.	HSRC Chair	May/June	• Outcome of assessment has been reported to Superintendent. • Homeschooling status for the next school year is determined.
Tracking			
• Letter is sent to parents (a) providing assessment outcome. -or- Letter is sent (cc Ministry of Education and Training / Director) (a) stating non-compliance in assessment process and (b) directing the parent to return the student to the school system.	Superintendent	by July 31	• Parents are notified regarding satisfactory instruction. -or- Parents are notified regarding unsatisfactory instruction or refusal to participate in the assessment process and are directed to return the student to the school system.
• All documentation is filed in student's OSR.	Superintendent	July/August	• All documentation is centrally filed.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (S.A.L.E.P.)

Majority Approval by Transition Committee: 98.05.14

Outstanding Issues:

1. Currently the S.A.L.E.P. format is being revised by the trustees and support staff who are members of the S.A.L.E.P. committee. There has been an ongoing dialogue with these revisions and the attached recommendations to ensure co-ordination.

Attachment(s) Organizer

ORGANIZER

WORK GROUP TOPIC: SALEP

CHAIR: MARG CAMPBELL

PHILOSOPHY
(Vision - Strategic Direction - Why?)

Mandated under the Education Act.

To provide support to students and families when 14 or 15 year old students are excused from attendance at school (full or part-time). SALEP staff and students to develop a philosophical statement to reflect needs and services.

Develop a consistent policy to meet the needs of city and county students.

STRUCTURE
(Operational Components, What?)

Maintain central SALEP Committee(s) in format(s) and location(s) that meets the needs of the Hamilton Wentworth Board.

HOW?
(Staffing, Supervision, Delivery of Service, Who?)

- Maintain SALEP centre(s) to assist students
- SALEP staff should investigate the services that a job coach could provide and report to the Superintendent.
- Ensure sufficient academic staff and support staff to provide a range of service to SALEP students.
- SALEP staff to develop links between alternative education programs, vocational programs and regular high schools.
- Provide a continuum of services from full to part time SALEP so that some students could remain part time in their home school or in central classes.

COST - RESOURCES NEEDED

- transportation may have to be provided for some students due to geography and lack of bus service.
- if a job coach is hired, salary would be an additional cost.
- secretarial help should be available as needed.

IMPLEMENTATION
(When? Timelines?)

September 1998 with additional revisions as needed.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

ONE LOCATION

Majority Approval by Transition Committee: 98.05.14

Outstanding Issues:

1. There is a need to refer to the ratified 1993 PSSP contract that contains statements which may limit the "change in work location." Possibly with a new agreement this will not be an issue.

   This work Group has not identified the specific location, as plant personnel would need to determine feasibility for a number of sites.

Reviewed at Superintendents' of Education Meeting 98.05.22

Outstanding Issues:

1. Support services should be a "school-based" model that is inter-disciplinary, i.e. all support services work together to provide a cohesive support network for student and school. "Time with students / schools" could be used as a measure of support.

2. Agreement that one location for support services would be a STAGE ONE model and may be needed to provide a consistent message to connect the various cluster initiatives and priorities. Once this is realized the support staff should move to STAGE TWO where the support staff are located within a school setting.

3. Need to learn capacity of this building, staffing needs, efficient transportation, administrative building space allocation, school space needs, etc. (Kit Services, Media, Information Technology, Support Staff)

Attachment(s) Organizer
Central Location Graphic
Student Focused Services Graphic

Recommendation: One Central Location for Student Services

Work Group: Special Education (Social Work/ Speech & Language, Psychological Services) **Chair:** Katherine Yantzi

PHILOSOPHY
(Vision, Strategic Direction - Why?)

- Our work group believes that one location for all student services will promote a collaborative, proactive system that will build on common philosophy of "student focused services".
- Comparison of centralized and decentralized models was done. Key factors which led to our recommendation of one central location were access to information and sharing of resources.
- Student services (Speech & Language, Psychological & Social Work services) will best support students and schools through close collaboration with each other and also with Special Education and Curriculum/ Instructional Services.
- Each student service works with students, families and schools to assess needs and promote learning, social and emotional development.
- One location promotes interdisciplinary service delivery when necessary.
- Student focused services includes direct intervention, consultation with school staff, parents and agencies, and specific strategies to address identified needs and provincial expectations.

STRUCTURE
(Operational/ Components - What?)

- This model should be student focused
  - driven by student needs and school priorities
  - provide ease of access by schools to meet student needs
- An appropriate physical layout is needed
  - space to accommodate areas for confidential and individual work, meetings/inservice, material preparation and storage, resource library
  - ease of accessibility to files and equipment
  - consistent administrative, clerical and technological support.
- Location must allow ease of travel to schools

HOW
(Staffing, supervision, Delivery of Service, Who?)

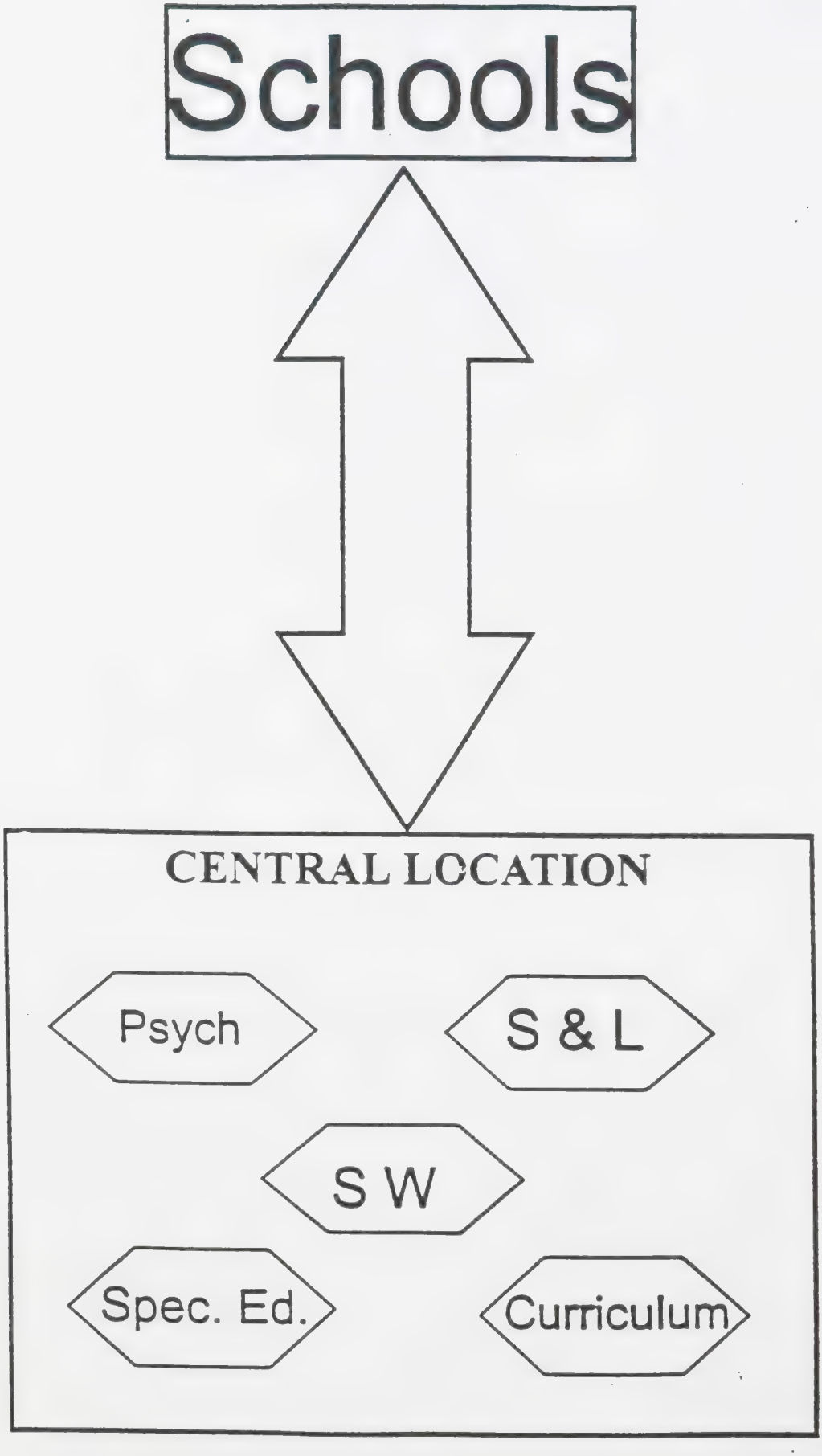
- Interdisciplinary, collaborative team work supports a system focus through
  - case consultation
  - coordination of services
  - ease of service access by schools
  - tracking of students
  - coordination and planning of inservice
  - sharing of professional development

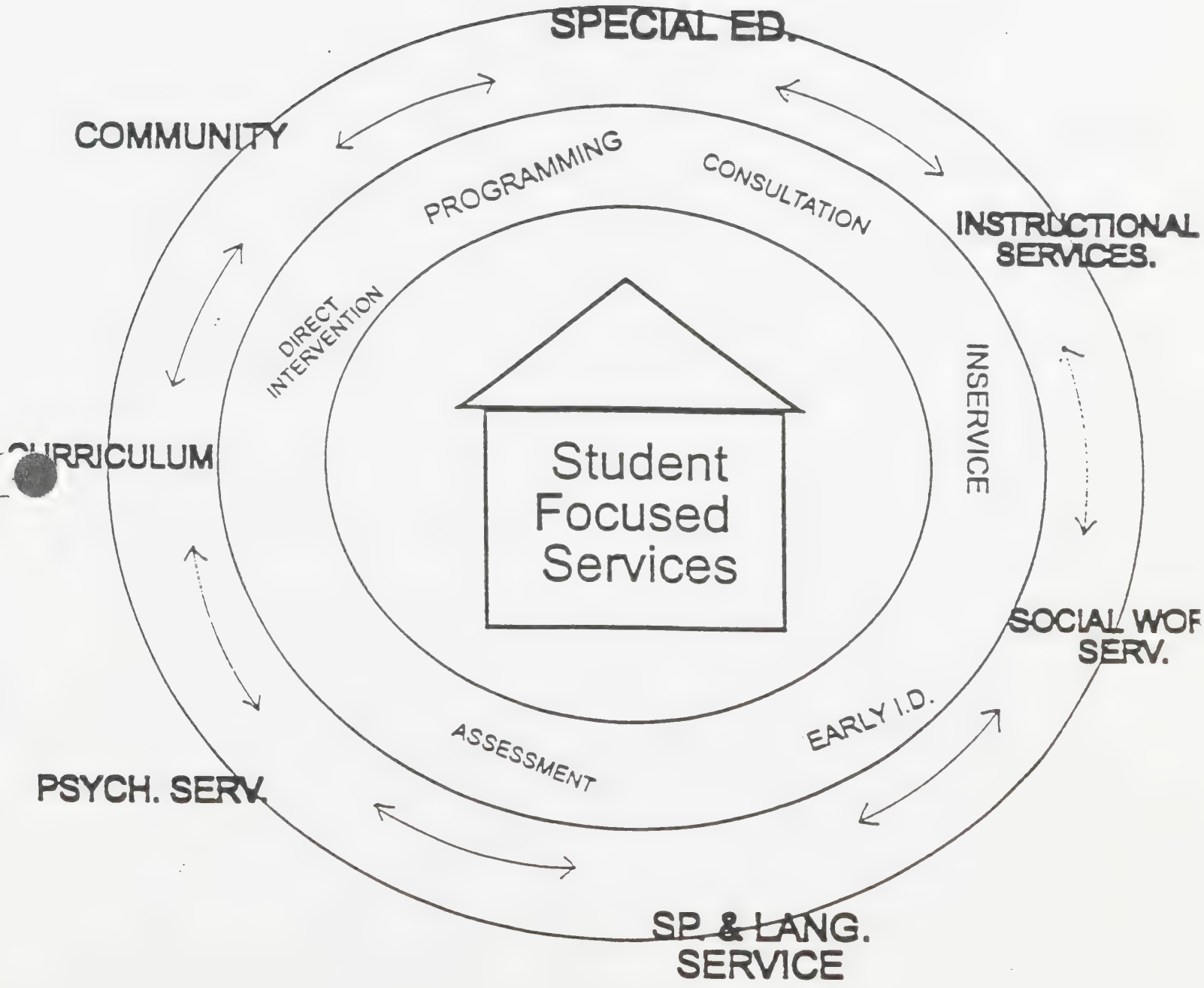
RESOURCES NEEDED

- The building must accommodate an appropriate physical layout for
  - student services staff
  - clerical staff
  - technological support
  - meetings and inservice
  - files and material storage
  - parking

IMPLEMENTATION

- Ideal implementation is for the start of the 1998-99 school year.
- Critical steps for implementation
  - each department provides information regarding accommodation needs
  - review of accommodation needs
  - decision of location
  - preparation of site and planning for move
  - move to central location


Schools
CENTRAL LOCATION
Psych
S & L
S W
Spec. Ed.
Curriculum



Pub. Transrec 3rd

6-25

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

SECTION 27

Majority Approval by Transition Committee: 98.06.04

Outstanding Issues:

1. The Committee made a strong statement to have one school administrator oversee teacher evaluation, professional development and supervision of reporting procedures and suspensions.

2. The re-integration of a student to either the home school or alternative school is an opportunity to share resources, develop scheduling, as well as shared problem-solving for other issues pertinent to the success of the student's re-entry.

3. Section 27 programs may "partner" with other neighbouring or relevant schools to access inservice sessions, professional development activities, etc. This will facilitate knowledge of system initiatives and provide a connector to regular programs; but this will be in addition to regularly scheduled inservice meetings for the Section 27 programs as a shared unit.

Attachment(s) Organizer

ORGANIZER

WORK GROUP TOPIC: Section 27 Classes

CHAIR: MARG CAMPBELL

PHILOSOPHY

(Vision - Strategic Direction - Why?)

There are students who are receiving treatment for serious social/emotional or medical reasons. Other students are being held in custody, or are in hospital for extended stay. In order to meet the extremely high needs of these students, the Ministry provides funding for classes called Section 27 programs. Section 27 programs are, in essence a school, composed of many campuses. It shares a common culture with needs specific to its communities.

Appointed central staff in consultation with Section 27 staff and Funding Partners could develop a philosophic statement prior to December 1998.

STRUCTURE

(Operational Components, What?)

Section 27 programs and staff be administrated by a duly appointed principal or vice principal.

Where appropriate, connections should be encouraged with neighbouring schools thereby allowing Section 27 staff the opportunity to access additional resources and materials, curriculum ideas, collegiality, etc.

Appointed central office staff ensure that regular consultation times are established with staff and funding partners to ensure excellent academic programs that coordinate with treatment/behavioural goals.

Whenever possible, programs demit students at times that are appropriate for reentry into existing programs.

Inservice that is particular to Section 27 staff be continued.

Written procedures for suspensions be developed within the revised policy being developed by the District Board by September 31/98.

Written procedures for serious incidents be developed within the Policies 9:10 Emergency Procedures, 9:16 Violence Free Schools and the Safe School Manual by September 1, 1998.

District School Board Exceptional students within the Section 27 programs retain their identification unless changed through an I.P.R.C.

HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Appropriate staff be appointed to co-ordinate and consult to Section 27 classes. The appointed staff would also coordinate the application for Section 27 (ISA Level 4) programs.

Appointed staff to investigate students returning to existing programs to determine if they would qualify for ISA Level 2 or 3 funding.

Appointed staff to coordinate reentry plans to ensure adequate supports are available to student and receiving school.

Appointed staff to be involved with the hiring of Section 27 staff.

Administration ensure that system equity of opportunity is provided to Section 27 classes concerning such items as computer access, computer quality and programs.

COST - RESOURCES NEEDED

Transportation for students be provided when necessary. This will vary from program to program.

Providing quality computer access and software programs to Section 27 classes.

IMPLEMENTATION

(When? Timelines?)

To begin in September 1998 with annual review thereafter.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

JOB COACH

Majority Approval by Transition Committee: 98.06.11

Outstanding Issues:

1. Where feasible, a job coach may continue working with a student who moves. Issues such as transportation for the student will need to be considered.
2. Community ' agencies, partnerships need to be actively pursued.
3. Allocation process of job coaches will be the responsibility of an assigned Central Office person.
4. Definition of Special Needs / At Risk students to be clearly defined to ensure target student population receive required job coach support.
5 "Work/Needs Profile" term may be changed to "Transition Plan.

Attachment(s) Report

TRANSITION WORK GROUP
Special Education: Related Support Services

Work Group Topic: Job Coach

Chair: Kevin Heer

Philosophy (Vision - Strategic Direction - Why)

1) **Every student has the right to an appropriate education.** Some students require additional and specialized support, beyond that provided by the classroom teacher, in order to have equity of opportunity to properly develop and use their Educational potential. The services of a Job Coach support and enable Special Needs/At Risk Students to adequately make the transition from school to work.

2) **Implementation of Ministry of Education and Training Secondary School Reform.** The direction of Secondary School Reform and supported by the Special Education Reform Bill 182-98, is to provide opportunities to assist students with the transition from school to work.

3) **Access must be equitable throughout the system.** It is imperative that all Special Needs/At Risk students if identified to, have access to the services of a Job Coach to provide support in the transition from school to work.

4) **Job Coach Services are transportable.** When a student moves, this support is still required. Every effort should be made to have Job Coach services available at the incoming school.

5) **The Job Coach provides services not otherwise available in education and the community.** It is important to recognize the high need of one to one assistance required by some of our Special Needs/At Risk students in order to adequately prepare them for the workplace.

Structure (Operational Components, What?)

1) Job Coaches complement the work of teachers in specific programs for secondary age appropriate students. They support Special Needs/At Risk students in the transition from school to work.

2) *It is recommended that access to Job Coach Services be identified through an IPP (IEP).*

3) *It is recommended that a standard system wide Work/Needs Profile be developed.*

4) *It is recommended that the Work/Needs Profile be completed and placed in the OSR.*

5) Eligible students for Job Coach Services must be age appropriate for Secondary School. This supports the MOET direction of providing opportunities to assist students with the transition from school to work.

How (Staffing, Supervision, Delivery of Service, Who?)

1) *It is recommended that the responsibility for overseeing and supporting Job Coaches should be a portfolio assigned to a Central Staff Person.* This would ensure continuity of program throughout the system, allow for centrally co-ordinated Professional Development and ensure equitable allocation of Job Coaches.

2) *It is recommended that the Allocation of Job Coaches be on a needs basis.* We as a committee recognize as Schools with Secondary Age appropriate students move towards providing more opportunities to assist students with the transition from school to work the IPP's (IEP's) for Special Needs/At Risk students will reflect and increase need for Job Coaches.

3) *It is recommended that consideration be given to a Middle School Transition to Work Pilot Project for Secondary Age appropriate students.* This project will allow the continuity of program from a feeder school to secondary school providing necessary transition to work skills for Special Needs students.

4) *It is recommended that whenever possible that Job Coaches remain in a geographic area to provide program continuity.* It takes many years to build a job placement bank that provides the work experience for the students who require the services of a Job Coach. Job Coaches act as the liaison between school, student, parents, workplace and the community and these ties need time to be nurtured.

5) *It is recommended that the Implementation Time Line be adopted.* This allows for the continuation of existing programs for next year while recommended changes be put in place.

6) *It is recommended that a program review be conducted annually.*

7) *It is recommended that the attached Role Description for Job Coach be approved by the Board.*

8) *It is recommended that specific Job Descriptions be developed on site.*

Cost (Resources Needed)

1) The amount will vary year to year depending upon the number of students who require the program as outlined in their IPP's (IEP's).

2) The salary of Job Coaches. This will be determined by their collective agreement.

3) A portion of salary of the Central Staff Person who has the Job Coach portfolio.

4) Telephone for Job Coach at their site.

Implementation (When? Timelines)

1) For 1998/99 School Year Status Quo (present practices remain).

2) By September 1998 Central Office Staff person with responsibility for Job Coaches in place.

3) By December 1998 the Standard Work/Needs Profile is in place.

4) By March 1999 Annual Program Review to take place.

5) By September 1999 Full Implementation of Job Coach Program in place.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

ALTERNATIVE EDUCATION

Majority Approval by Transition Committee: 98.06.11

No Outstanding Issues

Attachment(s) Organizer

WORK GROUP TOPIC: ALTERNATIVE EDUCATION

Chair: MARG CAMPBELL

PHILOSOPHY
(Vision - Strategic Direction - Why?)

Alternate education is a program designed to address the needs of students who can not meet the expectations of regular class even when utilizing extensive intervention strategies offered at school level. These students typically exhibit some or all of the following characteristics:

- poor or non attendance
- inappropriate social behaviour
- emotional difficulty
- behavioural concerns
- poor academic achievement that does not reflect their potential

In order to provide a system-wide philosophical statement to address the needs of these students a System alternative education team should be formed. This team could draft the philosophy with emphasis on the following beliefs to support student success.

To provide a successful program for students in alternative education students need:

- support and involvement of Social Work department
- individual programs for both academic and behaviour/social skills
- support of Central and School Administration
- program goals clearly outlined and shared with students and parents, prior to entry into the program
- a team approach (utilizing appropriate support staff) to develop academic and behavioural/social and emotional goals
- flexible time lines for entering and exiting programs
- parental support and partnership between family and school

STRUCTURE
(Operational Components, What?)

Continue all current Central and School-Based programs for 1998/99.

In the fall of 1998, the System alternative team should conduct a needs assessment to determine student needs within the System. Recommendations should be brought forward to Administration by Dec. 31, 1998, for consideration of implementation in the following year.

Alternative program staff continue to develop and foster close interaction with regular schools, vocational schools and other alternative programs in addition to existing community supports.

All programs that are not offered in a school (off campus) should be associated with an appropriate school.

HOW?
(Staffing, Supervision, Delive Service, Who?)

Superintendent to initiate an Alternative Education Team.

Central and School Administration to investigate existing resources to more effectively provide for high needs students.

Central office staff be appointed to assist with programming and staff support and to encourage system equity for students.

Programs offered in schools should be able to provide appropriate integration/reintegration for students as needed.

Alternative Education Team to develop an identification process to identify "at risk" students in elementary schools entering Secondary school.

Elementary and Secondary schoc coordinate sharing of information pertaining to "at risk" students. Secondary schools will formulate a followup plan for these students.

COST - RESOURCES NEEDED

- Ensure Social Work Support and time is allocated to programs.
- To provide continuous support for social, emotional and behavioural needs of the students, Youth and Child Care Workers and/or Educational Ass could be placed in programs. This support staff would work under the direction of the teacher and the social worker to ensure a co-ordinated plan carried out to meet educational, behavioural, and social/emotional goals, in addition to the academic goals of the teacher or other support staff.
- Transportation will have to be provided to some central programs.
- Central programs will need to be staffed and budget provided.
- New Alternative programs may have to be developed to provide System equity for students based on recommendations from the needs assessment.

IMPLEMENTATION

September 1998 with additional revisions as needed.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

EDUCATIONAL ASSISTANTS

Majority Approval by Transition Committee: 98.06.11

Outstanding Issues

1. There is a need to understand that ISA brings funding for Educational Assistants but it is important to support administrative flexibility for deployment.

2. The draft role description for an Educational Assistant needs to be reviewed by all staffing groups before it is presented to the Board for its approval.

Attachment(s) Report
Draft Role Description

Further, *it is recommended that staff allocations for specific jobs reflect the knowledge and skills as well as the experience of the staff member.* For example, it is likely that a blind child requires an E.A. who has previously acquired braille skills.

c. Review: *It is recommended that the Role and/or Job Descriptions be reviewed at such future time as the Board, administrative staff, principals, E.A.s or union representing the E.A.s so request of the appropriate Superintendent. It is further recommended that Educational Assistants, teachers, principals and others as appropriate be included in the review.*

4. Supervision and Evaluation: As per the Education Act and as noted in the Role Description, the school Principal formally supervises the E.A. *It is recommended that "The Performance Appraisal System" in use for E.A.s in the city public schools as of June, 1998 be adopted by the new board, effective September 1, 1998.*

COST - RESOURCES NEEDED

Due to incomplete contract negotiations and the newness of the funding model, the committee did not have sufficient information available to attach specific costs to each recommendation. Some, such as the Role Description, may have no direct cost; whereas, others such as #2 below will definitely have costs which will be dictated by factors such as the contract and funding.

1. It is anticipated that the monies expended for Educational Assistant support will directly reflect:
   a. the needs of the students (some of which will be reflected in ISA funding documentation),

   b. the needs of the teachers, and

   c. the monies received from all of the various grant sources (e.g. foundation and SEPPA, ISA 2 and ISA3 special education and others such as the early learning grant).

2. *In order to assure the availability of Educational Assistants who can meet the needs of all students, it is recommended that the Board and the E.A.s' union consider, during contract negotiations, that:*
   a. the contract should provide a structure of incentives for Educational Assistants to acquire pertinent basic and advanced or specialized training (e.g. augmentative communication) as well as experience. It is noted that some other staff, such as teachers, have had this available via their salary grid and responsibility allowance systems for a considerable period of time.

   b. the contract should guarantee that regular inservice opportunities for E.A.s and for teachers and principals working with E.A.s are provided by the Board, during the school year, to assure that they develop and extend a wide range and depth of knowledge and skills and keep up-to-date.

3. Further, *it is recommended that, when the international Council for Exceptional Children releases its recommended Knowledge and Skills for Paraprofessionals, the Superintendent of Instructional Services strike an appropriate committee to determine to what extent the Board's Educational Assistants need and have such knowledge and skills, and ways in which they can be acquired.*

IMPLEMENTATION (When? Timelines?)

Please see the specifics included in the recommendations above.

DRAFT

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
EDUCATIONAL ASSISTANT ROLE DESCRIPTION

ROLE/PURPOSE

Under the general direction of the principal or Superintendent's designate and the specific direction of the teachers, Educational Assistants use their specialized knowledge and skills to help students access educational programs, to support successful learning, and to promote a level of independence appropriate for all students.

While the teacher is responsible for program design, instruction, student evaluation, and communication with parents, the Educational Assistant participates as an active team member who implements teacher-developed goals and instructions, assists in teacher-directed activities, observes student behaviours, disciplines, prepares materials, provides care related to student well-being, and participates, as requested, in student-related meetings.

Educational Assistants must be properly trained by qualified personnel to carry out their responsibilities. In order to keep their knowledge and skills current, it is important that Educational Assistants continue professional development and life-long learning.

MAJOR RESPONSIBILITIES AND DUTIES

1. Observation, Planning and Reporting:
   a. Maintain up-to-date, daily plans in an E.A. Planning Log and record objective observations.
   b. Review and plan with the teacher daily responsibilities and report observations about students.
   c. Attend student-related meetings when requested, in conjunction with the teacher, principal and/or superintendent.
   d. Maintain strict confidentiality.

2. Socialization, Integration and Behaviour Management:
   a. Assist with socialization of students to promote understanding and acceptance by peers.
   b. Provide supportive intervention for students with special social, emotional or behavioural needs.
   c. Assist in program activities within and beyond the classroom environment.
   d. Assist in the supervision of designated students.
   e. Assist in behaviour management, especially when a student is a danger to self or others.

3. Well-being and Mobility (as required and where the Educational Assistant has been properly trained):
   a. Assist the students in maintaining personal, safe practices and healthy life skills, including toileting and grooming.
   b. Supervise designated students at lunch and assist with specialized feeding, such as hand-over-hand or tube feeding.
   c. Assist students who need help with transportation: in and out of vehicles and safe transfer to and from the classroom.
   d. Follow the recommendations of an Occupational Therapist or Physiotherapist for conducting in-school therapy programs.

4. Learning Material Preparation and Learning Activities:
   a. Gather, organize, prepare and/or set up needed supplies, materials and equipment for learning activities.
   b. Assist individual or small groups of students with learning activities.

5. Communication:
   a. Implement programs established for students by the Speech Language Pathologist and teacher in areas such as language, articulation and reading.
   b. Assist students to communicate and to learn using augmentative communication, such as sign language.

6. Other Duties:
   Upon the request of the designated teacher(s), principal or Superintendent, assist in other nonteaching duties for which the Educational Assistant has been properly trained by qualified personnel.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

SOCIAL SERVICES

Majority Approval by Transition Committee: 98.06.18

Outstanding Issues

1. Strategies for sustaining the level of services available to students in high need schools should be explored.

2. It is important to recognize the statistic regarding the recommended ratio for a social worker and his or her caseload of students. Ratio should be within a range of 1: 1200 to 1:2000. At present it is substantially higher.

3. Discussion regarding "change" in work conditions and job descriptions should be addressed with the bargaining unit and Board personnel.

4. Support services believe that all professionals should be working with students in a collaborative model. On-going communication and planning will benefit all students.

   It is important that the Hamilton-Wentworth District School Board recognize its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential.

Attachment(s) Organizer
Risk Factors

6-38

ORGANIZER

Student Support Services:	*Chair:*	*Katherine Yanzi*
Social Work Services:	*Members:*	*Elaine Colgan, Leslie Cunningham, Cheryl Hanrahan, Stephanie Husband, Wanda Lane, Tanya MacFarlane, Anja Mennaman, Malcolm Powell, Monica Vicencio, Jan Wynne,*

PHILOSOPHY

Vision: - Strategic Direction - Why?

A large number of non-academic factors can enhance or detract from a student's learning ability. These factors include social, emotional, behavioral and situational events which not only affect the educational outcome of these students' learning but may also disrupt the learning of others in the school system.

Social workers are professionally trained to offer a broad range of services to students experiencing these difficulties including consultation, individual group and family counselling, assessment, advocacy, agency liaison and referral, staff development, policy development, prevention programming and community development. Compulsory school attendance and SALEP are functions outlined in the Education Act that social workers have performed and for which they are trained.

The students who are most disruptive/at-risk are least likely to access community resources or when they do they continue to require extensive support in the school. The services to these children are best provided within the school setting. Services provided by school social workers increase the likelihood that these students will meet educational outcomes. (See Appendix A)

School social work services are/will be provided in partnership with students, parents, principals, teaching staff and other support services (such as speech, psychology, consultants) in order to provide the most effective and efficient support to students in the school setting.

Social workers/attendance counsellors are recognized as a cost of providing an educational program for students within the foundation grant and may be considered a part of specialized grants for even higher needs students.

STRUCTURE

Operational Components, What?

Based upon student need, time availability, priorities and community resources the following can be provided:

- assessment/consultation
- individual counselling for social, emotional, behavioral or attendance issues
- group counselling (e.g. separation and divorce, anger management, parenting)
- family consultation and referral to community agencies
- short term family counselling
- advocacy
- agency liaison
- policy development
- community development
- prevention programs (e.g. social skills, violence prevention, mentoring)
- case management of SALEP
- crisis support
- support to alter ed

Current Social Work/Student Ratio:
City 1 Social Worker to 2818 students
County 1 Social Worker to 2442 students

New Amalgamated Board Ratio:
1 Social Worker to 2690 students

OASW School Social Work Commitee Recommended Social Worker/Student Ratio: 1 Social Worker to 1200 students

HOW?

Staffing, Supervision, Delivery of Services, Who?

There will be one social work delivery model where qualified social workers are allocated on a system basis (ie. Group of schools or differentiated assignment). All students will have access to social work services.

Social workers will develop the specific assignments subject to approval by the supervisor and the superintendent, based on student need. In order to provide equitable service consideration will be given to both student factors and case management issues when developing assignments. Student factors would include: school profile, student needs, socio-economic levels, agency involvement, agency availability, crime rates, suspension rate, single parent families, poverty, child welfare issues, exceptional students, special classes, et cetera. Case management issues would include geographic area, number of schools, school population, special program assignments and community and school resources.

Assignments will be developed by June 15, 1998. Schools will be notified by September 7, 1998. Inservices will be provided to principals and school staff by the supervisor and social workers by the end of September 1998.

Consultation will be provided without a formal referral; however direct ongoing contact with a student will require a formal referral and appropriate permission. (Note: the Canadian (CASW) and Ontario (OASW)(CSW) standards will guide practice). Exceptions would include attendance and crisis situations.

Staffing: (Based on current number of staff)
Social Workers 21
Social Work Supervisor 1
Child and Youth Worker 1
(Note: outstanding issue of Child and Youth Worker contract and 2 Child and Youth Workers in County Voc Ed programs)
Consulting P/T Psychiatrist

Services: In the past city and county social workers have provided services to 10-15% of the student population of the two boards.

COST - RESOURCES NEEDED

- Social Workers' salaries, benefits and mileage
- Consulting Psychiatrist fees
- Child and Youth Worker(s) costs
- Adequate administrative/clerical support staff costs
- Central office accommodation and technological support (input to be provided by social workers regarding specific needs)

IMPLEMENTATION

When? Timelines?

- assignments to be determined by June 15, 1998
- model implementation to occur in September 1998
- model to be evaluated by social workers and principals (input from parents, staff etc) by May 15, 1999
- appropriate adjustments to be made for Sept. 1, 1999

APPENDIX A
A SUMMARY OF RESEARCH RE: RISK FACTORS

*Increasing and escalating needs of today's students and their families require more knowledge and skill than any one profession can provide. It is internationally recognized amongst those concerned with education success that social work has a vital role to perform within schools, if we are to achieve equality of educational opportunity for all. The profession of social work is one profession which has come to play an indispensable role in the early identification of at-risk students and subsequent delivery of services to these students and families.

*Today's students are faced with increasing social, emotional, economic and family problems such as child abuse, violence in the home, poverty, alcoholism and drug abuse, single-parent families, and youth crime to mention just a few - problems which have a profound impact on students and their families: problems which prevent students from learning and experiencing success in school; problems which sometimes force students to drop out of school prematurely, leaving them completely unprepared to meet the increasing challenges of today's work world.

*Research shows that if a child is exposed to two risk factors he or she is not twice as likely to develop an unwelcome outcome, but four times as likely. By the time the child is exposed to four or more risk factors, he or she is 10 times as likely to develop the unwelcome outcome (i.e. juvenile delinquency, early school dropout).

*Perhaps no single factor is more correlated with unwelcome outcomes than chronic poverty. Poor children are significantly more at risk for: chronic health problems, infant mortality, being abused, being more aggressive, emotional and psychological problems, behavioral problems, poor school performance etc..

*In terms of risk relative to average family income, the city of Hamilton is noticeably below the Canadian average and significantly below the provincial average and is therefore the area of highest risk for unwelcome outcomes.

*In 1995, approximately 5% (more than 20,000 people) of the Hamilton-Wentworth population relied on Generc! Welfare and another 9.9% relied on Family Benefits for a total of 14.9% of the population on some form of Social Assistance. The total Social Assistance rate for Ontario in 1995 was approximately 11.9% , again indicating that Hamilton is at higher than average risk for unwelcome outcomes associated with low income.

*35% of all single parent families in Canada live in Ontario and this percentage has increased by 17.9% between 1986 and 1991. Poverty levels are rising amongst young and single-parent families, the greatest concentration of which locally are in the City of Hamilton area. Children living in single-parent families are at higher risk for unwelcome outcomes than children from two-parent families. In total, some 41% of children from female-headed single-parent families had one or several emotional, behavioral or school problems - compared to approximately 24% from two-parent families.

*There is a progression of risk for poverty through the various family composition: 13% of children that belong to couple families are poor; 38 % of children that live with a single father are poor; 81% of children that live with a single mother are poor and 89% of children that belong to families where the mother has never married are poor.

*Families of children with more severe problems, economically disadvantaged families, and families from different cultural backgrounds are two or three times more likely to use services available in neighbourhood schools. Parents strongly prefer that services be available at neighbourhood schools.

*Most high risk children do not have access to professional assistance. When services are available, logistical difficulties such as transportation, child care, and the unfamiliarity of professional settings prevent most families from using service.. School based programs delivered by social workers yield better outcomes than clinic based alternatives. Schools provide a universal point of service delivery which ensures equitable access.

*One of the most important risk factors for unwelcome outcomes in children is the presence of domestic violence in the home. There has been an 82% increase in domestic violence occurrences in Hamilton-Wentworth between 1986 and 1996.

*Another significant risk factor in family life is the prevalence of child abuse (physical, emotional, sexual abuse and neglect). Abuse is highly correlated with several predisposing factors: poverty, unemployment, single-parent families on social assistance and parents with less than a Grade 9 education.

*The Addiction Research Foundation indicates that Hamilton-Wentworth has significantly higher rates of substance abuse than the rest of the province. This is supported by the Ministry of Health who calculated the provincial rate of dependence abuse of alcohol and other substances to be 12.1%, while Hamilton-Wentworth's rate is 14.9%.

*The proportion of violent crime has not decreased at the same rate as crime overall. Particularly amongst youth, violent crime has increased. The profile of young offenders is rich in risk factors. These include early histories of problematic behavior; antisocial attitudes; exposure to violent models such as domestic violence; involvement in early use of alcohol, drugs and illegal substances; child abuse; and poverty. The deeper the level of poverty, the higher the incidence of violence among children. 14% of the poorest boys were violent, compared to 5% of boys who live in the wealthiest areas. Each year, almost 1 in every 10 young persons come into contact with the police. While youth account for approximately 15% of the adult population, they commit 22% of the crime.

<u>SOURCES:</u>

Risk and Capacity Profile of Hamilton-Wentworth, prepared by Terrance Henry, October, 1997.
Ontario Child Health Study, by Dr. Dan Offord, 1987.
For Kid's Sake, Ontario Association of Social Workers, School Social Work Committee, March 1996.
Cunningham, Bremner and Boyle, 1995; Prinz and Miller, 1994; Kazdin et al 1997

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

PSYCHOLOGICAL SERVICES

Majority Approval by Transition Committee: 98.06.18

Outstanding Issues

1. Psychological Services staffing will be based on the existing complement of psychological staff including full time psychological staff members. Also required is the funding allotment equivalent to the existing fee-for-service providers.

2. It is important to recognize the statistics regarding the recommended ratio for caseload of students.

3. Psycho-educational assessments are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered as part of specialized grants for high needs ISA students."

4. Psychological Services act as objective advocates for children in an educational setting.

5. It is important that the Hamilton-Wentworth District School Board recognize its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential

Attachment(s) Organizer

ORGANIZER

Student Support Services: Psychological Services

Chair: Katherine Tenzi

Team Members: Katherine Tenzi; Janice Tomlinson; Joyce Wolf; Za Morris; Joe Trovato; Joanne Baker; Kathy Short; Poppy Tew; Kathy Brink; Barbara Pearson; Judy Wilkinson

PHILOSOPHY
(Vision – Strategic Direction – Why?)

- Students who experience learning difficulties are compromised in all areas of academic achievement, as well as in their behavioural, social, and emotional growth
- Providers of Psychological Services:
  - are trained in deal with the assessment, diagnosis, and remediation of disorders of cognition, learning, behaviour, and social and emotional functioning.
  - apply their knowledge of children's learning, development and emotional adjustment to various problems that occur within the school environment
  - work with both identified and unidentified students
  - act as objective advocates for children within the education system
- Psychological Services:
  - are available to students upon the request of school personnel or parents and students of legal age can also request services
  - are available in all schools to assist with the early identification of students with difficulties, and to help with the design and implementation of environments that facilitate learning and good overall mental health
  - are provided in partnership with students, parents, principals, teaching staff, and other support services (such as speech, social work, special education) in order to provide the most comprehensive, efficient, and effective support network to students
  - are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered a part of specialized grants for high needs ISA students

STRUCTURE
(Operational Components, What?)

- Psychological services to schools are based on student needs across the system
- All schools will have access to psychological services
- The amount and type of service to schools will be dependent on school needs
- Services offered include the following:
  - early identification and remediation of potential learning difficulties that may compromise academic achievement as well as behavioural, social and emotional growth
  - formal and informal assessment to assist with the understanding of individual student needs, and to facilitate student identification, programming, and review of progress
  - consultation based on formal and informal assessment, observation and/or input from the in-school team in the areas of cognition, learning, behaviour, and social-emotional development
- Psychological Services to:
  - provide follow up services regarding student progress
  - provide crisis intervention
  - provide inservice and information sheets on a variety of topics of continuing and/or current interest to education
  - conduct original research on issues of mental health, child development and psychopathology, and best practices in education
  - assist others in understanding and applying research findings relevant to education

DELIVERY OF SERVICE
(How? When?)

- There will be one Psychological Services delivery model
- The qualified providers of psychological services will be employees of the Board
- Psychological Services staffing will be based on the existing complement of psychological staff, including funding allotment for existing fee-for-service providers
- Chief Psychologist will allocate psychological services on a system basis and all schools will have access to these services
- Information sharing regarding the delivery of psychological services will be provided to principals and school staffs
- In order to provide equity in the allocation of services, considerations will be given to such factors as school profile, student needs, and relevant demographics
- Psychological Services consultations can be provided without a formal referral through the in-school meeting process where issues may be identified by the principal, teacher, parent, student where appropriate, and/or other student support services personnel
- Formal and/or informal assessment, or any direct ongoing contact with a student will require that informed consent be obtained as accentuated by the Regulated Health Professions Act (RHPA), and as governed by the College of Psychologists of Ontario

COST RESOURCES NEEDED

- salaries, benefits, and mileage expenses for Psychological Services providers
- adequate administrative/clerical support staff
- central office accommodation recognizing varied needs of staff and recognizing the need for confidentiality of records
- technological support
- department budget

IMPLEMENTATION
(When? Timelines?)

- model implementation for September 1998
- review and adjust model by end of June 1999
- implement any revisions September 1999

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

SPEECH AND LANGUAGE SERVICES

Majority Approval by Transition Committee: 98.06.18

Outstanding Issues

1. Educational Assistants allocation needs to be determined as part of a Board-Wide allocation process.

2. Speech and Language Services should be recognized within Foundation Grants as a basic cost of providing an educational program for students, and may also be considered as part of specialized grants for high needs ISA students.

3. It is important that the Hamilton-Wentworth District School Board recognizes its role as a "Magnet" community. Medical Facilities and services are located centrally here and families routinely relocate to the area to avail themselves of these resources. In addition, we serve a population of students who live in poor socio-economic conditions and bring many issues to school that may interfere with their learning. These children require additional Board Support Services in order to reach their potential.

Attachment(s) Organizer

ORGANIZER

Student Support Services **Chair Katherine Yantzi Members: R. Dawson Chair, S. Wilson, J. Watt, L. Rivers, D. McQuin, J. Darling, C. Adler**
Speech and Language Services

PHILOSOPHY Strategic Direction WHY?
Students who are experiencing difficulties in the area of oral language are compromised in all areas of learning, as well as in their social, emotional and behavioral growth.

School Speech Language Pathologists have skills, knowledge and training to support identified and non-identified students with speech and language difficulties, their teachers and parents. This is achieved through a broad range of services including consultation, assessment, early identification, screening, a variety of program interventions, in service to educational staff and parents and liaison with community agencies.

Speech language pathologists work with both identified and non-identified students. See footnote for additional information.[1]

Oral and written language activities need to be functional and meaningful. Links to the curriculum can be provided by working with the school. Student focused service is ensured by partnerships with other student support staff and parents. Supports to the student are provided where possible at the home school. It is important that access to the school speech language pathologist be available to all students K to OAC in a timely fashion.Speech and language difficulties can impact on students at any point of their career.

Speech language pathologists act as objective advocates for children within the education system.

Links are made with community agencies to effect sharing of information and transition planning for students.

Services to school age students with communication difficulties are outlined in the Interministerial Guidelines for the provision of speech and language services (1988) and Draft Ministry of Health Guide Lines for the Provision of School Health Support Services (1994)[2]. These agreements recognize that services for students who do not have a medically based problems are best served in the school environment. In addition it recognizes that ministry of health facilities do not provide service to school aged children.

Speech language pathologists are recognized within the Foundation Grant as a basic cost of providing an educational program for students, and may be considered a part of specialized grants for high needs ISA students.

STRUCTURE Operational components, WHAT?
Service to schools is based on student needs across the system.

1.a) All schools have access to a Speech Language Pathologist.
1.b) Early Intervention model with focus on JK to Grade 3
1.c) Service to the school is negotiated with the principal.
1.d) The amount of time spent at any school will be flexible to meet current school needs.

Services are currently provided to students, their teachers and parents as appropriate, in the areas of oral language, including speech production; (articulation and phonology, fluency and voice); early literacy, receptive and expressive language; and augmentative communication.

Consultation to principals, classroom teachers, resource and special class teachers is based on observation and/or input from the in-school team.

Assessment is both formal and informal.

Collaborative Programming may be for individual students, a small group or a whole class

Withdrawal programming may be provided through learning resource teachers, speech language assistants (SLA's), educational assistants, (E.A's), Volunteers, Co-Op students and parents or directly by the speech language pathologist.
In-service to school staff, parents, community.

Early intervention through JK and SK screening

Transition planning for high needs students entering the system

Liaison with community agencies
Interpretation of reports to schools

Case management of students referred to School Health Support Services

Maintenance and development of resources for use of students with language and learning difficulties.

HOW?
Staffing, Supervision, Service Delivery, WHO?

Speech and language services will be delivered in a manner that allows for a range of services and options.

Services will be provided by registered speech language pathologists, with the resource teacher for the AACT team, and SLAs/Es support.

How speech language pathologists operate is governed by the Education Act and by expectations outlined by the College of Speech Language Pathologists and Audiologists of Ontario.

All students will have access to the services.

School assignments will be made based on a formula which takes into account the variation of needs across the system.

School assignments will be made by the end of June and schools will know by the start of the 1998-1999 academic year who their speech language pathologist will be.

Current staff
14.5 full time equivalent SLPs
1 Speech Language Pathologist Supervisor
1 Augmentative Communication Resource Teacher
4.25 Speech/Language Educational Assistants

Ratio of SLPs to student population
City 1:4300
County 1: 3330
HWDSB 1: 4080
When compared with a suggested ratio of 1 SLP to 2000 pupils (B.C. stats for school Speech Language Pathologists) it can be seen that the district board is understaffed in this area.

(The employment of supportive personnel is dependent upon supervision by individual speech language pathologists[3])

Supervision required for SLA's EA's Parent volunteers, in-school EA's, and teachers

Clerical/Administrative Support is essential for developing and maintaining of materials and resources.

COST-RESOURCES NEEDED
- Salaries and benefits and mileage for: Speech Language Pathologists, Augmentative Resource Teacher, Educational Assistants
- Appropriate clerical support staff costs
- Central office accommodation recognizing varied needs of staff
- Technological support
- Department budget

IMPLEMENTATION
When? Timelines?

- Assignments to be determined by end of June 1998
- Implementation for September 1998
- Review completed by June 15 1999
- Adjustments made for implementation September 1999

1. The Case for Management of Language Disorders in Schools G. Warr-Leeper
2. Interministerial Agreement
3. Guidelines for the employment and utilization of supportive personnel

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

ADMISSION / DEMISSION CRITERIA FOR SPECIAL CLASS PROGRAMS

Majority Approval by Transition Committee: 98.06.25
with minor amendments in wording.

Outstanding Issues

1. Parental preferences need to be considered by the I.P.R.C. prior to their recommmendation / decision.
2. Social Work staff to be included in developing admission and demission criteria for special classes.
3. Students to be included in reviewing the admission / demission criteria document for special education classes "if possible".

ORGANIZER

WORK GROUP TOPIC: Admission/demission criteria for Special Class Programs

CHAIR:

PHILOSOPHY

(Vision - Strategic Direction -Why?)

- Criteria are understood to provide guidelines. The uniqueness of each child shall be respected.
- To provide equity, consistency and clarity for students, teachers and parents.
- Parents/guardians must be involved in the whole process of their child's identification and placement.
- Parents/guardians have the right to accept or reject the I.P.R.C. recommendations.
- Parental preferences need to be considered by the I.P.R.C. prior to their recommendation/decision.

STRUCTURE

(Operational Components, What?)

- To develop admission and demission criteria for H-W D.S.B. special classes.
- User friendly guidelines in keeping with the Ministry guidelines, County and City guidelines.
- The contents of the document to include:
  - name of special class;
  - definition of specific exceptionality;
  - guiding philosophy for special education classes.
  - Program Goals
    eg. The student shall... (specific outcomes for each class).
  - Admission Criteria
    eg. A candidate for admission to... (name of class) will demonstrate... (list criteria).
  - Demission Criteria
    eg. A student will be considered for demission from... (name of class) when he/she demonstrates... (list criteria).

HOW?

(Staffing, Supervision, Delivery of Service, Who?)

- The Superintendent of Instructional Services to be responsible for forming a committee to develop admission and demission criteria for special classes.
- A maximum of a 10-person committee to be comprised of the appropriate stakeholders which may include representatives of:
  - board consulting staff
  - psycho-educational staff
  - special education teaching staff
  - classroom teachers
  - S.L.P. staff
  - social work staff
  - principals
- The document shall be reviewed by:
  - superintendent
  - S.E.A.C.
  - consulting staff
  - S.L.P. staff
  - psycho-educational staff
  - sp. ed. teaching staff
  - classroom teachers
  - social work staff
  - principals
  - parents of special need students
  - students if possible
- The committee to develop a feedback form.
- After feedback/review the document to be revised by the committee.
- Document submitted for Board approval.
- Should the ministry guidelines/definitions be available after the completion of this document a revision may be required.

COST - RESOURCES NEEDED

- Administrative staff for the process.
- Supply teacher time for committee.

IMPLEMENTATION

- Committee to be struck after the board establishes which special classes are offered.
- Committee should be expected to provide an initial draft document for review in 6 weeks.
- Final document to be ready by December 1998.

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

COMPENSATORY SCHOOLS

Majority Approval by Transition Committee: 98.06.25

Outstanding Issues

1. Need to identify Superintendent with responsibility for compensatory schools.
2. The Superintendent of Instructional Services should be responsible for Compensatory Education if it is deemed a program issue or a Superintendent of Education if it is deemed an operational issue.

Attachment(s) Report

TRANSITION WORK GROUP
Special Education: Related Support Services

Work Group Topic: Compensatory Education

Chair: Kevin Heer
Presenter: Dave LaCombe

Philosophy (Vision - Strategic Direction - Why)

1) **Every student has the right to an appropriate education.** Some students require additional support, beyond that provided by the classroom teacher, in order to have equity of opportunity to properly develop and use their Educational potential. The role of Compensatory Education is to provide assistance to equalize these opportunities.

2) **Compensatory Education is an education that must compensate for the effects of low socio-economic condition or poverty.** Compensatory Education initiatives are designed to compensate disadvantaged/at risk learners so that their learning opportunities and personal achievements will be optimized.

3) **Some factors for determining Compensatory Education Schools are :** Low Family Income, Learner/Family Mobility, Traumatized, Low Parental Education and Poor Health.

Structure (Operational Components, What?)

1) *It is recommended that the Board, establish and maintain a Central Compensatory Education Committee whose mandate is to determine regularly schools that meet the criteria for Compensatory Education Schools.*

2) *It is recommended that the criteria used to determine Compensatory Education Schools be based upon Ministry of Education and Training Criteria.*

3) *It is recommended that Identified Compensatory Education School Grants be spent in Identified Compensatory Education Schools.*

How (Staffing, Supervision, Delivery of Service, Who?)

1) *It is recommended that for 1998/99 School year the practices and procedures of the former Board of Education for the City of Hamilton be maintained.*

2) *It is recommended that the responsibility for establishing the Central Compensatory Education Committee be assigned to the appropriate Superintendent.*

3) *It is recommended that the responsibility for establishing the composition of the Central Compensatory Education Committee be assigned to the appropriate Superintendent.*

4) *It is recommended that the Central Compensatory Education Committee meet to determine and identify the schools meeting the criteria for Compensatory Education for the school year 1999/2000.*

5) *It is recommended that no later than March 1999, the Central Compensatory Education Committee determine schools meeting the criteria as Compensatory Education Schools.*

6) *It is recommended that the Implementation Time Line be adopted.* This allows for the continuation of existing programs for next year while recommended changes are put in place.

7) *It is recommended that a program review be conducted annually.*

Cost (Resources Needed)

1) The amount will vary year to year depending upon the Ministry of Education and Training Grants.

2) The amount could vary depending upon staffing and the collective agreements of various groups. (Teachers/EA's)

Implementation (When? Timelines)

1) For 1998/99 School Year Status Quo (present practices remain).

2) By December 1998 Superintendent Responsible for Compensatory Education establishes and composes the Central Compensatory Education.

3) By March 1999 Schools identified as Compensatory Education Schools be determined.

5) By September 1999 Full Implementation of March 1999 recommendations.

6) By March 2000 review of current program take place.

6-50

Transition Committee

for

SPECIAL EDUCATION & RELATED STUDENT SUPPORT SERVICES

I. P. R. C. PROCESS

The Transition Committee did not reach consensus: 98.06.25

It was decided that the work group would reconvene in September to form a committee that would review and make recommendations for the IPRC Process. School principals would be invited to the reconvened work group.

Attachment(s) Organizer

WORK GROUP TOPIC: SPECIAL EDUCATION: STUDENT SUPPORT SERVICES TEAM - STAGING/D.A.R.T.

PHILOSOPHY

(Vision - Strategic Direction -Why?)

The establishment of a clearly defined, systematic, consistent Board-wide process for supporting students which:

(a) provides students, parents and staff with equity of access to Board support services and programming in addressing each student's needs,

(b) ensures a team approach for determining and problem-solving the needs of individual elementary/secondary students (non-exceptional and exceptional),

(c) is consistent with Ministry expectations as well as Board and Student Support Services philosophies, mission statements and visions,

(d) provides a service delivery flexible to meet the individual needs of each school,

(e) utilizes the knowledge and experience of relevant team members in a cost/time beneficial way.

STRUCTURE

(Operational Components, What?)

Service delivery to include:

- Pre-referral procedures
- Student Support Services Team 1:
  - In-school team shall include:
    - Principal/Vice-Principal
    - Special Education Staff
    - Regular class teacher(s)
    - Case Manager(Sp. Ed. Teacher)
    - Parent(s)/advocate(s)
  - In-school team may include:
    - other pertinent in-school staff (e.g. Educational Assistant, Child and Youth Worker)
- Student Support Services Team 2:
  - Interdisciplinary team shall include:
    - Principal/Vice Principal
    - Case Manager(Sp. Ed. Teacher)
    - Regular/special class teacher
    - Special Education Consultant
    - Psycho-Educational Consultant
    - Social Worker
    - Speech Language Pathologist
    - Parent(s)/advocate(s)
  - Interdisciplinary team may include:
    - additional pertinent school personnel (e.g. Educational Assistant, Child and Youth Care Worker)
    - additional pertinent Board personnel
    - community agency representatives

HOW?

(Staffing, Supervision, Delivery of Service, Who?)

Within M.O.E.T. expectations, the Superintendent of Instructional Services will supervise the writing of the Board's new Special Education plan. In part, this new plan will outline the practices and procedures for a Board-mandated, dual tier service delivery model, including:

(a) Pre-referral procedures

(b) Composition of Student Support Services Team 1 and Student Support Services Team 2.

(c) Mandate of Student Support Services Team 1 and Student Support Services Team 2.

(d) Meeting schedules:
  - S.S.S.T.1 - Principal, in collaboration with school special Education Staff, is responsible for coordinating regularly scheduled meetings
  - S.S.S.T.2 - System Student Support Services personnel assigned to each school is responsible for the Board-wide coordination of meetings.

(e) Role descriptions for each team member.

(f) Standardized tracking/record keeping systems

(g) Forms

COST - RESOURCES NEEDED

Resources integral to the proposed delivery model:

- adequate staffing:
  - special educators for each school
  - Student Support Services personnel
- time/personnel/money for inservice

IMPLEMENTATION

- School Year 1998 - 99:
  - Establish and implement a Board-wide service delivery model
- School year 1999 - 2000:
  - review and revise the service delivery model
- September 2000:
  - Full implementation of revised service delivery model

ADDITIONAL ISSUES TO BE ADDRESSED

1. The committee recommends that the Principal/Vice-Principal and Case Manager must always be at S.S.S. Team 1 and Team 2 meetings. Scheduling and agendas will determine the attendance of other team members at the meetings. In the city, Special Education and Psycho-educational consultants have historically attended D.A.R.T. 2 meetings. The majority of the Special Education work group supports continuance of their presence at Student Support Services Team 2 meetings.
2. The committee recommends that parents be invited to all meetings and that, whenever possible, meetings are scheduled to accommodate parental attendance. A summary of the meeting should be made available to parents.
3. There needs to be a review of existing forms, tracking/record keeping systems and procedures, as part of the implementation process. The committee recommends that appropriate practices be incorporated into the new service delivery.
4. The name for the service delivery model needs to be finalized. Suggestions to date: Student Support Services Team (S.S.T.), Support Team for Educational Planning and Programming (S.T.E.P.), Student Educational Assessment Team (S.E.A.T.)

The Hamilton-Wentworth District School Board

Memo

To: SEAC Members

From: NANCY HARPER, SPECIAL EDUCATION COORDINATOR

Date: 99 02 16

Re: DRAFT SPECIAL EDUCATION PLAN

Attached are two packages of sections from the **draft** Special Education Plan. The Steering Committee recommended the inclusion of the 4 "INFORMATION" sections and 5 "INPUT" sections for perusal by SEAC members. At the February meeting, members will have an opportunity to review the "INPUT" sections, individually or in small groups.

Please bring the 5 "INPUT" sections to the SEAC meeting.

See you then,

Nancy

10(a)-1

"INFORMATION

DRAFT

THE SPECIAL EDUCATION PLAN

SUPPORT PERSONNEL

Range of support personnel deployed:

- Child and Youth Worker (3.0 F.T.E.)
- Child Psychiatrist (limited funds available for consultation to schools through a referral process)
- Communication Disorder Assistant (1 F.T.E. at special day school)
- Educational Assistants (384 F.T.E.)
  - 343 F.T.E. permanent
  - 30 F.T.E. supply coverage
  - 12.5 F.T.E. paid through other sources such as Early Learning Grant, Insurance policy)
- ESL Consultant
- F.M. technician (1 F.T.E. special assignment educational assistant)
- Itinerant teacher for Hearing Impaired (2 F.T.E.)
- Itinerant teacher for Visually Impaired (6 F.T.E.)
- Job coaches (4.0 F.T.E.)
- kinesiologist (1 F.T.E. at Special day school)
- Orientation and Mobility Instructors (2 fee for service)
- Psychoeducational Consultants (10.5 F.T.E.)
- Psychologists (2 F.T.E. - 1 is supervisor of department)
- Social Workers (21.0 F.T.E.)
- Social Work Supervisor (1 F.T.E.)
- Speech Language Assistants (3.0 special assignment educational assistants)
- Speech Language Pathologists (13.0 F.T.E.)
- Speech Language Pathologists supervisor (1 F.T.E.)
- Special Education Consultants (8 F.T.E.
- Special Education Coordinator (1 F.T.E.)

QUALIFICATIONS OF PERSONNEL EMPLOYED

The following support personnel must have appropriate qualifications according to board policy, professional associations and/or collective agreements:

- ESL consultant
- psychiatrist
- psychoeducational consultants
- psychologists
- social workers
- special education consultants/coordinator
- special education teachers
- speech language pathologists

CHILD AND YOUTH WORKER

Required

To be a Child and Youth Worker requires a diploma from an accredited Community College. It is a 2-year course.

COMMUNICATION DISORDERS ASSISTANT

- A university or college degree/diploma
- Post graduate Communicative Disorders Assistant Diploma

EDUCATIONAL ASSISTANT

Required

- Completion of formal training/educational (Educational Assistant course, Child Care worker, etc.)
- Experience working with children (paid or volunteer).
- Ability and willingness to perform required physical tasks which may include feeding, toileting, bending, kneeling, and lifting.
- Flexible, adaptable, patient positive and empathetic towards students (ages 3 to 21) and adults.
- Able to manage conflict with children and with adults.
- Able to work cooperatively as a member of a team.

Preferred

- Experience working as an Educational Assistant elsewhere (especially with "special needs" students, Autistic, B.E., etc.)
- Specialized training in sign language, Blissymbolics, finger spelling, etc.

JOB COACHES > coming

KINESIOLOGIST

- Honours Science degree from an accredited university in the specialized area of Human kinetics or Kinesiology.
- Must also possess knowledge of the practical application of activities necessary for the maintenance and development in the physical function of students.

10(a)-4 "INFORMATION

THE SPECIAL EDUCATION PLAN DRAFT

ACCOUNTABILITY STRUCTURE

1. SUPERVISORY OFFICERS

- 1 Director of Education and Secretary of the Board
- 1 Superintendent of Instructional Services
- 8 Superintendents of Education
- 1 Superintendent of Plant Services
- 1 Superintendent of Business and Treasurer

2. TRUSTEES

- 11 Trustees

3. ELEMENTARY STAFFING (JANUARY 28, 1999)

Classroom Teachers	1738.35
Learning Centre Teachers	19.00
Learning Resource Teachers	158.65
Special Class Teachers	134.00
Itinerant Special Education Teachers	8.00
Section 19 - Community Facilities	8.00
Other Elementary Teachers:	
➢ Staff on Loan to Union	4,00
➢ Staff on Loan to EQAO	2.00
➢ Staff on Loan - Dept. of National Def	1.00
➢ Staff on Loan - OISE	1.00
➢ Consultants	16.00
➢ Special Assignment Teachers	7.00
➢ Human Resource Assignment	1.00
Vice Principals	28.50
Principals	102.00
Principal Consultant	1.00
Principal on Loan to Union	1.00

4. SECONDARY STAFFING (AS OF JANUARY 28, 1999)

Principals	19.0
Vice Principals	29.0
Secondary Teachers	
➢ at schools(includes 42.668 learning resource teachers)	1161.34
➢ at Jackson High	3.0
➢ at Facilities	33.5
Secondary Consultants	6.0
Special Assignment	4.0
VP - Special Assignment	2.0
Secondary - Continuing Education - Principal	1.0
Continuing Education Teacher	1.0
Secondary - Staff on Loan	4.0
Secondary - ESL Itinerant	2.0
Dev. Del. Resource	1.0
S.A.L.E.P.	1.0
Special Class Teachers	[redacted] to come

5. STUDENTS

Elementary (as of October 31, 1998)

JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP CL
2551	3837	4243	4148	4093	4158	3874	3951	3991	4032	1087

TOTAL ELEMENTARY 39,965

Secondary (as of October 31, 1998)

GR 9	GR 10	GR 11	GR12	OAC	SP CL
5743	3774	3797	4275	1675	176

TOTAL SECONDARY (including alternative education) **19,440**

10(a)-6 "INFORMATION

SPECIAL EDUCATION ELECTRONIC INFORMATION PACKAGE: INDIVIDUAL EDUCATION PLAN (IEP)

DRAFT

The special education electronic information package is a comprehensive collection of special education forms, including the Individual Education Plan, as well as documentation required for the Identification, Placement and Review Committee process. It is used in conjunction with FileMaker Pro 3.0, which is available to all schools through a licensing agreement by the Ministry of Education and Training. The package was developed by a committee consisting of special education consultants and learning resource teachers from both secondary and elementary panels, with input from school administrators, special class teachers, and personnel from the Board's Information Technology Department. It has been updated from a program that had been used in the former Hamilton Board of Education.

The package will provide teachers with a data management system for record keeping, tracking and special education forms that integrates with the Individual Education Plan for exceptional students and for non-exceptional students for whom an IEP is beneficial. It will be used by secondary resource teachers, elementary resource teachers, secondary special class teachers, elementary special class teachers, special day school teachers, and will also be available to regular classroom teachers in collaboration with the special education team at each school.

In order to assist teachers, the committee is developing and setting procedures for use of the Individual Education Plan under provisions and guidelines of the Ministry's IEP Resource Guide and Regulation 181. The package includes a database of expectations outlined in the Ontario Curriculum, as well as needs and strategies required in IPRC documentation.

After further testing and consultation with stakeholders, the package will be available to schools to download via the Hamilton-Wentworth District School Board's Internal Webspace, with assistance from the Board's Information Technology Department. The committee, along with the Board's Special Education Department, will organize and conduct a series of inservices to assist with implementation and use of the package. A manual will also be developed and issued to schools. The committee will continue to review the package in order to address the needs of teachers and the students to whom they provide service.

The Hamilton-Wentworth District School Board

Individual Educational Plan

udent | Date of Birth | Identification Number

IPRC Identification : Current Exceptionality | Placement | Code | Grade / Class

Dates: Initial I.P.R.C. | IEP Initiation Date | Current Psych. Assessment | Home School

I.E.P. Prepared By :

Special Education Services Involved

Personalized Special Instructional Equipment / Related Health Issues

Areas of Strength

Areas of Need

General Classroom Accommodations

Parent / Gaurdian / Student 18 years of age or older Signature

January 26, 1999

Principal:

The Hamilton-Wentworth District School Board
Individual Educational Plan

Student | *Date of Birth* | *Identification Number*

Curriculum Overview

Assessment Data

Educational Expectations	*Evaluation*	*Accommodations, Strategies, Resources*
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	
	R 1 2 3 4 ○ : ○ : ○ : ○ : ○ :	

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, HAMILTON, ONTARIO
P.O.BOX 2558 L8N 3L1
TELEPHONE: (905) 527-5092
FAX : (905) 521-2538

Transition Plan

Goals

Action	*Responsibility*	*Timeline*

Parent / Gaurdian or Older Student (age 16 or older)

☐ I was consulted in the development of this IEP

☐ I have received a copy of the IEP

Comments:

Signature _____ Date _____

ASSESSMENT INFORMATION

Pupil | | Sex | | D.O.B.

Educational Progress

○JK ○SK ○1 ○2 ○3 ○4 ○5 ○6 ○7 ○8 ○9 ○10 ○11 ○12 ○OAC

Type of Assessment	Fall	Winter	Spring

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"INFORMATION"

revised January, 1999

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GUIDELINES FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETINGS (School and System)

- *The following pages outline the practices and procedures for school and system IPRCs. As revisions are made from time to time, schools will receive an updated copy.*
- *The term 'IPRC' throughout these guidelines refers to both Initial and Review IPRCs.*
- *Much of the information is a summary of the requirements as stated in Regulation 181 98: Identification and Placement of Exceptional Pupils.*
- *Regulation 181 replaces Regulation 305.*
- *In these guidelines, Regulation 181 requirements are referenced in [ ].*
- *For more in-depth information, please refer to the complete Regulation.*

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Notification of Meeting

1. The term 'parent' includes 'guardian' [I (1)]. The principal is to confirm legal guardianship of the pupil.

2. A ***written*** Notification of Meeting form must be given to the parent of the pupil and to the pupil, if the pupil is 16 years of age or older [I 5(5)].

3. The principal will determine the person(s) responsible for sending copy(ies) of the written Notification of Meeting form and for placing the original in the pupil's OSR.

4. This written Notification of Meeting form must be given at least 10 working days prior to the date of the IPRC [I 5(5)].

5. If the Notification of Meeting form is being sent by mail, it must be mailed at least 17 days prior to the IPRC [I 3(1),(2)].

6. The bottom section of the Notification of Meeting form is to be signed by the parent(s), returned to the school and attached to the OSR original.

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revised January, 1999

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Establishment of Committees
Committee Procedures
(School and System)

1. Each Identification, Placement and Review Committee must have at least three members [II 11(1)].

2. One member must be:
a) a principal OR
b) a supervisory officer.

The principal or supervisory officer may designate a person to act in his or her place as a member of the IPRC without the approval of the board. The only people who can be designated to act in the place of a principal or a supervisory officer are another principal or supervisory officer. [II 11(3), (4)].

EXCEPTION: Until Ministry clarification is received, if the principal is not available, s/he may designate a Vice-principal. On the IPRC Statement of Decision form it must clearly state that the Vice-Principal is the Principal's Designate.

3. The principal of the school at which a pupil is enrolled:
a) may on written notice to a parent of the pupil; and
b) shall at the written request of the parent of the pupil,
refer the pupil to an Identification, Placement and Review Committee [IV 14 (1a,b)].

4. Within 15 days of informing a parent in writing of the intent to hold an IPRC, the principal shall provide the parent with:
a) a written statement of the (approximate) date of the IPRC,
b) a copy of the Parents' Guide (for an initial IPRC) [[IV 14 (6a,b,c)], and
c) a copy of the completed IPRC referral package.
Note: In most cases, the written intent is provided by the Notification of Meeting form.

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5. Within 15 days of receiving a written request from a parent, the principal shall provide the parent with:
a) written acknowledgment of the request,
b) a written statement of the (approximate) date of the IPRC,
c) a copy of the Parents' Guide (for an initial IPRC) [IV 14 (7a,b,c)], and
d) a copy of the completed IPRC referral package.
Note: In most cases, the written statement of the date of the IPRC is provided by the Notification of Meeting form.

6. An IPRC shall obtain and consider an educational assessment of the pupil [IV 15(1)].

7. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(2)].

8. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(3)].

9. Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil. A parent of the pupil has a right to be present at the interview [IV 15(4),(5)].

10. The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil [IV 15(6)].

11. The committee shall consider any information submitted to it that it considers relevant [IV 15(7)].

12. As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to:
a) a parent of the pupil, and
b) the pupil, where the pupil is 16 years of age or older [IV 15(8a,b)].
NOTE 1: This does not apply to oral information submitted at the IPRC [IV 15(9)].
NOTE 2: The chair will provide the information through the school. The school is responsible for providing parents with a copy of the completed IPRC referral package prior to the IPRC.

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revised January, 1999

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13. At the IPRC, the committee may:
a) discuss any proposal for special education services or special education programs and SHALL do so at the request of a parent or a pupil who is 16 years of age or older, [IV 16(1)], and
b) make recommendations regarding special education programs and special education services [IV 16(2)].

14. The IPRC shall not make decisions about special education services or special education programs [IV 16(4)].

15. An IPRC may be held after a placement has been in effect for three months but may not be made more often than once in every three month period. [V;21(2)].

16. For a Review IPRC, the committee shall consider the pupil's progress with reference to the pupil's IEP, with written permission of a parent of the pupil [IV 23(2)].

17. A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the Review IPRC to the principal of the school at which the special education program is being provided [IV 21(3),(4b)].
The principal is to ensure that the parent is aware of the right to a Review IPRC within each school year but that the parent may dispense with it if desired. If the parent wishes to dispense with a Review IPRC, the principal is to coordinate the completion of the written NOTICE TO DISPENSE WITH A REVIEW IPRC form. The original is to be placed in the OSR and one copy is to be sent to Special Education Services, Education Centre. If a parent wishes to dispense with the Review IPRC, the principal may still convene an IPRC. In either case, the Individual Education Plan (IEP) shall continue to be reviewed and updated on a regular basis, as outlined in the next section "Individual Education Plans".

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revised January, 1999

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Identification and Placement Decisions (School and System)

1. A parent and a pupil 16 years of age or older are entitled:
   a) to be present at and participate in all IPRC discussions about the pupil; and
   b) to be present when the IPRC's identification and placement decisions are made [I 5(1a,b)].

2. A parent and a pupil 16 years of age or older have the right to have a representative present at an IPRC for support [I 5(3)].

3. When making a placement decision, the IPRC shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
   a) would meet the pupil's needs; and
   b) is consistent with parental preference [IV 17(1a,b)].

4. If, after considering all of the information that it considers relevant, the IPRC is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class [IV 17(2)].

PARENTS' GUIDE

1. A revised Parents' Guide is currently being developed.

2. In the meantime, schools are to use the existing Parents' Guide.

3. Copies of the Parents' Guide are to be kept at each school. A copy is to be sent home with each Initial IPRC Notification of Meeting form [IV 14(6a)].

4. Schools are also encouraged to give parents a copy during the process leading up to a possible IPRC.

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revised January, 1999

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INDIVIDUAL EDUCATION PLANS

1. For each exceptional pupil, there must be an Individual Education Plan (IEP) [I 6(2)].

2. The IEP must include:
a) specific educational expectations for the pupil;
b) an outline of the special education program and services to be received by the pupil; and
c) a statement of the methods by which the pupil's progress will be reviewed [I 6(3a,b,c)].

3. Where the pupil is 14 years of age or older, the IEP must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living. This does not apply for a pupil identified as exceptional solely on the basis of giftedness [I 6(4) (5)].

4. In developing or reviewing/updating a plan for transition as outlined in #3, the principal shall consult with such community agencies and post-secondary educational institutions as s/he considers appropriate. [I 6(7)].

5. In developing or reviewing/updating the IEP, the principal shall:
a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
b) take into consideration any recommendations made by the committee regarding special education programs or special education services [I 6(6a,b); I 7(3a,b)].

6. Within 30 days of placement of the pupil in the special education program by an IPRC, the principal shall ensure:
a) that the IEP is completed or reviewed/updated;
b) a transition plan is included where required;
c) a copy is sent to the parent and to the pupil who is 16 years of age or older; and
d) that the IEP is included in the pupil's OSR unless the parent objects in writing [I 6(8)]; [I 7(7a,b,c); I 8].

7. For more detailed information and a sample of both an IEP and Transition Plan, refer to the Ministry Individual Education Plan (IEP) Resource Guide 1998.

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revised January, 1999

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Statement of Decision Form
(School and System)

1. The school team will complete Page 3 of the Statement of Decision form ("Statement of Strengths and Needs") prior to the IPRC.

2. The IPRC committee may make revisions to Page 3 ("Strengths/Interests" and "Needs/Strategies to Address Needs") to reflect information presented at the meeting.

3. Refer to pages 18-19 of the Individual Education Plan Resource Guide 1998 from the Ministry of Education and Training for sample wordings of need statements.

4. The chair will determine who will complete pages 1 and 2 of the Statement of Decision form as part of the IPRC deliberations.

5. The chair of the IPRC will ensure that the Statement of Decision form is completed accurately.

6. As soon as possible after the IPRC, the original Statement of Decision form will be given to the principal to be filed in the pupil's OSR, with a copy to:
   a) the parent(s),
   b) the pupil, if 16 years of age or older, and
   c) Special Education Services, c/o special education secretary at the Education Centre ([IV 18(1a,b,c,d);[V 23(3a,b,c,d)].

7. At a system IPRC, the special education consultant who chaired the meeting will take a copy of the Statement of Decision form with parent's signature OR the principal will obtain the parent's signature and send a copy of the Statement of Decision form to the IPRC chair.

8. Once a parent has signed to consent to a special class placement, the student will be placed in a special education class or on a waiting list.

TRANSPORTATION REQUESTS

For those students who are eligible to receive transportation to and from a special class or special day school, it is the responsibility of the **sending** principal to make arrangements with the transportation department. A final decision regarding responsibility for requesting transportation will be made by June, 1999.

revised January, 1999

SCHOOL
IDENTIFICATION , PLACEMENT AND REVIEW COMMITTEE

(A) SCHOOL INITIAL IPRC

1. Purpose
   - To consider if a non-exceptional student meets board criteria to be identified as exceptional.
   - To make a decision for special education placement if a student is deemed to be exceptional. (The only placement decision at a school Initial IPRC is **REGULAR CLASS**.)

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Special Education consultant or coordinator.
   - at least 2 other board approved persons, as determined by school principal (one MUST be a Principal or a Supervisory Officer or designate).

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- The school's special education consultant is to be part of the process leading to the Initial IPRC.
- Schools will send the special education consultant the two-page IPRC Information Profile and the IPRC "Statement of Strengths and Needs" (page 3 of IPRC Statement of Decision form) prior to the initial IPRC.

3. Location
   - Student's current school

(B) SCHOOL REVIEW IPRC (for exceptional students whose placement is REGULAR CLASS)

1. Purpose
   - To review at least annually the identification and placement for an exceptional student whose placement is REGULAR CLASS (The only placement decision at a school review IPRC is **REGULAR CLASS**).

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - One principal OR a Supervisory Officer or designate.
   - At least 2 other board approved persons, as determined by school principal.

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- If a student's identification is to be changed, the special education consultant must be an IPRC member.
- If the student is to be deemed non-exceptional, the special education consultant may be an IPRC member.

3. Location
   - Student's current school

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revised January, 1999

SYSTEM
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A) SYSTEM INITIAL IPRC

1. Purpose

- To consider if a non-exceptional student meets board criteria to be identified as exceptional OR
  To review identification for an exceptional student.
- To make a decision for special education placement if a student is deemed to be exceptional.

Note:

- Placement options for an initial system IPRC to consider for an exceptional student:
  * Regular Class * Special Class * Special Day School

2. IPRC Membership (Regulation 181 stipulates at least 3 members)

- Special education consultant or coordinator (chair)
- A principal, supervisory officer or designate
- One of: special education consultant or coordinator, principal, supervisor of Communication Services or Psychological Services or Social Work Services

Notes:

- A principal on a system IPRC cannot be the sending or potentially receiving principal.
- Principals will be selected from a pool of volunteers.
- Special education department will decide on the composition of the IPRC.

3. Location

- Central site(s) to be determined by the special education department.

B) SPECIAL CLASS REVIEW IPRC

1. Purpose

- To review at least annually the identification and placement for an exceptional student whose placement is SPECIAL CLASS or SPECIAL DAY SCHOOL.

2. IPRC Membership (Regulation 181 stipulates at least 3 members)

- Refer to the accompanying chart.

3. Location

- Refer to the accompanying chart.

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revised January, 1999

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IDENTIFICATION CRITERIA

1. The IPRC is to use the board approved interim criteria for identification to decide if a student meets criteria to be identified as an exceptional student.

2. A student may be identified in 2 discrete areas of exceptionality if the student meets the board approved interim criteria for each. This student is considered to have a DUAL exceptionality. Both exceptionalities are to be listed on the IPRC determination form. If one exceptionality is more significant than the second one, the more significant one will appear first and is the one which will be entered into the computer system.

3. Identification of a student as MULTIPLE is not be confused with a dual exceptionality. Refer to the Ministry definition and to the board's Interim criteria for MULTIPLE. If you have any questions about whether to identify a student as MULTIPLE, contact your special education consultant.

NOTE: The board approved interim criteria for identification will be reviewed for possible revisions by May, 1999.

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETINGS

TYPE	POSSIBLE IDENTIFICATION DECISION	POSSIBLE PLACEMENT/ PROGRAM DECISION	IPRC CHAIR	REQUIRED MEMBER (per Reg. 181)	OTHER POSSIBLE MEMBERS	SITE	ROLE OF CONSULTANT
SCHOOL INITIAL	Non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL INITIAL	From non-exceptional to exceptional	Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	No change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SCHOOL REVIEW	Change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	From exceptional to non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SYSTEM INITIAL	Non-exceptional	N/A	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	From non-exceptional to exceptional	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	Change of identification	Reg Class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	No change of identification	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement or program	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	Change identification	No change of placement or program	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Must be on IPRC
SPECIAL CLASS REVIEW	Change identification	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change to Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	From exceptional to non-exceptional	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change from Sp class to Special day school Change from Special day school to Special class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	Change from Special class to Special day school Change from Special day school to Special Class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC

KEYS:
Placement - Regular class, Special class, Special day school
Program - type of special class
Pr - Principal Cons - Special education consultant Coor - Special education coordinator Sp ed T - Special education teacher SO - Supervisory Officer VP - Vice-principal
G - Guidance head (Secondary) Sup/Supervisor - Supervisor of Communication/Psychological/Social Work Services
* School sets schedule for IPRC(in conjunction with Special education consultant if member of IPRC)
** IPRC schedule and central site are organized by Special Education Services according to System IPRC dates; 3 copies of System IPRC referral to be sent to Special Education Services by deadline

DRAF

"INPUT"

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THE SPECIAL EDUCATION PLAN

INFORMAL APPROACHES TO SOLVING PROBLEMS PRIOR TO IPRCS

Prior to considering the IPRC, the school and its special education resources will endeavour to help the pupil meet the expectations of the Ontario Curriculum. If the student is unable to meet the required expectations, a series of school meetings would take place to problem solve programming issues. If further consultation is required a system meeting could be held for input from System Support staff and community personnel. If it is decided at this time that special education programming is required, a decision could be made to proceed to the IPRC.

IPRC process (per Regulation 181) :

1. Informing Parents:
   (a) At least 30 days prior to the date of IPRC the presenting school is notified.
   (b) At least 10 days in advance of the meeting, through the school, the parent of the pupil will receive written notification. If the notification of meeting is sent by mail, it must be mailed at least 17 days prior to the IPRC date.
   (c) The school is to inform the parent(s) and/or the pupil of the Special Education Advisory Committee.
   (d) Along with the notification of an initial IPRC the parent of the pupil is to receive the Parents' Guide in appropriate format.

2. Parent Involvement:
   (a) The parent of the pupil is to have input into the development of the IPRC package, which is submitted to the chair of the committee, and to receive a copy of the final package.
   (b) The parent of the pupil is to be present at and participate in all committee discussions about the pupil and to be present when the decision of the committee is made.
   (c) The parent may request the attendance of others at the IPRC meeting.
   (d) If the parent agrees with the decision, they will be asked to indicate, by signing their name(s), that they agree with the decision.
   (e) If the parent does not agree with the decision they have, within 15 days of receipt of the decision to give written notification to the secretary of the board.

3. Gathering Information:
   Upon making the decision to go to IPRC, the school is to begin gathering information for the IPRC. Information gathered is to include:
   (a) education background
   (b) system meeting of IPRC documentation
   (c) parent Information form
   (d) medical or outside Agency reports, as appropriate
   (e) standardized test/reports
   (f) curriculum-based assessment, diagnostic tests and checklists
   (g) report Cards
   (h) work samples
   (i) statement of Strengths and Needs

4. Identification:
   The IPRC's written Statement of Decision will state:
   (a) whether the IPRC has identified the student as exceptional
   (b) where the IPRC has identified the student exceptional; The categories and definitions of any exceptionalities identified according to the criteria of the Hamilton-Wentworth District School Board.

5. Recommending Placement:
   (a) The IPRC will decide in favour of placement in a regular class with special education services if the committee is satisfied that placement in a regular class will meet the students needs and that such a decision is consistent with the parents' preferences.
   (b) If the committee decides that the student should be placed in a special education class then the committee must state the reasons on the Statement of Strengths and Needs.
   (c) In making their decision, the committee must take into consideration the board's criteria, the needs of the student, the wishes of the parent and the recommendation of the referring school.
   (d) The decision of the committee will be stated on the Statement of Decision.

6. Statement of Needs:
   The Statement of Strengths and Needs should:
   (a) include individualized statements addressing academic, behavioural and/or physical needs,
   (b) be completed by the referring school with parent and/or student input,
   (c) be included in the IPRC package,
   (d) be reviewed at the IPRC,
   (e) revised at the IPRC, if necessary.

7. Review IPRCs:
   A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
   A Review IPRC considers the same information as an Initial IPRC.
   The committee will review:
   (a) the progress the student has made in relation to the IEP, with parental permission,
   (b) the placement and identification and decide whether they should be continued or whether changes should be made.

8. Requests for interim reviews:
   A review IPRC may occur if:
   (a) the student's placement has been in effect for three months but may not be made more often than once in every three month period, and
   (b) written notification to the parent of the pupil by the principal or parent of the pupil to the board is provided.

9. Meeting with parents prior to rendering the decision to the board:
   The IPRC will render its decisions, of identification and placement to the parent(s) prior to any decisions rendered to the board. As soon as possible after the IPRC meeting, the chair shall send a copy of the Statement of Decision to:
   (a) the parent(s)
   (b) the pupil, if 16 years of age or older
   (c) special Education Services
   (d) the principal who made the referral for the OSR.

10. Communicating decision to board.

11. Process: The following guidelines have been prepared to assist schools to conduct the IPRC process in accordance with Regulation 181.

10(a)-24

"INPUT

THE SPECIAL EDUCATION PLAN

Draft

APPEAL PROCESS

NO volunteers

Mediation Options

The following steps will be offered to parents in the event that they wish to consider an appeal as per Regulation 181:

STEP:

1. Chair of the IPRC will offer to re-convene the members of the committee so that the parents can share their concerns. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

2. If parents are satisfied with the results of the informal meeting, this mediation process will be discontinued.

3. If parents are not satisfied with the results of the informal meeting, or do not wish to have the informal meeting described in Step 1, the board will offer the parents an opportunity to discuss their concerns with an impartial mediator who has no previous knowledge of the case and who has a background in special education. The chair of the IPRC will coordinate this meeting. Expenses of the mediator will be paid by the board.

4. If parents wish to have this meeting, it will occur _____.

5. If parents are satisfied with the results of the meeting with the mediator, this mediation process is complete.

6. If parents are not satisfied with the results of the meeting with the mediator, or do not wish to have the meeting described in Step 3, the appeal process as described in Regulation 181 will begin.

Process

The appeal process will occur as outlined in Regulation 181.

10(a)-26

-no volunteers

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THE SPECIAL EDUCATION PLAN

PROVINCIAL AND DEMONSTRATION SCHOOLS CRITERIA FOR APPLYING FOR PLACEMENT:

The following criteria are used for applying for placement:

- all appropriate and available programs and services available in the board have been utilized but the student is still experiencing significant academic delays
- the student's parent(s) are in support of the application
- the school's special education consultant has been involved in the decision-making process to apply to a provincial or demonstration school
- an IPRC has recommended an application to a provincial or demonstration school
- the school has discussed the possible application
- ? → the board's special education coordinator
- the school is responsible for compiling the application package
- the special education coordinator is responsible for submitting the application package to the provincial or demonstration school
- the special education coordinator acts as board contact with provincial or demonstration school.

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THE SPECIAL EDUCATION PLAN

SCHOOL SUPPORT

Bur Charlotte Vicky

1. VIOLENCE-FREE SCHOOLS POLICY

Both former Boards have policies in place for Violence-Free (Safe) Schools. These policies remain in place. A Superintendent has been given the portfolio for Violence-Free Schools Policy. Social Work Services will remain active in supporting the schools in their violence reduction programs, services, and curricula.

2. CRISIS TEAM

The Board has Crisis Response personnel in place.

3. SALEP

The Board has a SALEP Committee, which hears applications from parents and student on a bi-monthly basis. In addition, the Board has a SALEP Centre which provides programming (academics, life skills, and work skills) to students on SALEP. This program is supported by a teacher and a social worker, and further enhanced by two SALEP counsellors (job coaches) through a grant from Human Resources Development Canada.

4. PEER SUPPORT

There are numerous peer supports offered in the schools. Many of the programs are developed within the schools by the school staff with senior students working with younger students in the areas of Math and/or Language Arts. There are also programs across elementary and secondary schools where students from the high schools tutor and support the elementary students. In addition, there are system supports such as Peer Mediation (in conjunction with Chedoke-McMaster Hospital) and Mentoring (in partnership with Big Brothers).

5. VOLUNTEERS

School makes extensive use of volunteers. While there are Board policies, the schools make use of volunteers in the manner that they determine the needs can be best met.

The School Board has social workers that provide support to all students in the schools who have attendance, behavioural, emotional, social needs that are interfering with their schooling.

10(a)-24

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THE SPECIAL EDUCATION PLAN

COMMUNICATION

The Parents' Guide provides a comprehensive overview of special education, Individual Education Plans, the I.P.R.C. process, the appeal process and avenues of assistance for parents. Schools will be encouraged to provide parents with a copy if it appears that their child might require special education support.

* see 10(j)-15

Our Special Education Advisory Committee members are available to assist parents in matters related to special education programs and services.

The former county S.E.A.C. prepared a large poster advertising the role of S.E.A.C. Principals were requested to place the poster in a prominent location in the school.

At school and system meetings it is expected that school and support staff will discuss available programs and services.

Upon request, special education consultants and coordinator staff will provide inservice to a variety of school and community groups. Inservice this year has given to:

- elementary and secondary principals
- elementary and secondary teachers
- S.E.A.C.
- Instructional Services Staff
- Representatives from preschool agencies
- Section 19 teachers
- Association of Agencies for Treatment and Development (AATD)
- McMaster University Occupational Therapy students
- parents of preschool children.

HOW THE PARENTS'

#6(c)

REVISED SEAC RESPONSE TO QUESTIONS IN PART 2 OF ANNUAL REVIEW OF SPECIAL EDUCATION PLAN AND DISSENTING REPORT

MINISTRY'S QUESTIONS

2.

(a) Is the SEAC supportive of the range of special education programs and services which will be made available across the District?

(b) If not wholly supportive, what recommendations did the SEAC make to the board?

(c) What was the District School Board's response to any recommendations cited in 2b)?

RESPONSE

2.

(a) With the exceptions noted below, SEAC is generally supportive of the range of services offered to students with special needs; however, we do not have sufficient funds to provide for all the needs of our special needs students, especially in alternative education programs.

(b) Some members feel there are not enough special classes for gifted students in the amalgamated Board. The SEAC approves and asks the Board to implement the recommendations of the Gifted Review Committee set up to address the differences in programming for the gifted in the two former Boards. (The report of this committee will be included with this plan in Appendix VI.)

Some members feel that the range of placement options for developmentally delayed students is insufficient. The SEAC has passed a motion asking that the Board commit itself to a review of the programs and range of placement options available to all exceptional students, starting with the developmentally delayed.

(c) [extracts from Board minutes in response to above to be inserted here]

MINISTRY'S QUESTIONS

3. What will be done to ensure parents are informed pro-actively of the following:

(a) the range of placements the board offers to meet the needs of exceptional pupils;

(b) the board's obligation to identify children's needs early;

(c) supports available to help meet children's needs; and

(d) entitlement to an Identification, Placement, and Review Committee (IPRC) process and appeal?

RESPONSE

3

(a) There is no document presently available to parents that offers this information in concise form. The SEAC will recommend to the Board that such a document be prepared and made available to parents as soon as any sort of intervention is begun for a student regarded as possibly exceptional.

(b) plan in the section entitled: "Early Identification/Prevention Procedures". Plans to revise procedures have been scheduled for spring 1999. The new Early Identification Plan will include the Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior and Senior Kindergarten.

(c) There are parent guides to services available for children with special needs from both former Boards. An updated version detailing the practices of the amalgamated Board has been prepared and is being distributed to schools.

(d) The guide mentioned in 3c) details the IPRC process and the appeal process.

draft

6(a)-2

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

To SEAC members:

This is very definitely a draft. You will note places where I had enough difficulty delineating members' concerns that I have simply given them a heading without including explanation and details.

I'm trusting that you will help me to expand and clarify these. I don't intend that this should be a letter from me, rather from the SEAC, but I know writing a letter by committee (especially one as large as ours) is next to impossible, so I just wanted to get something down on paper as a starting point for discussion.

Please read it carefully before the meeting so that we can deal with it effectively on the 28th.

Yours,

Bev Shepard

666)-3

Ministry of Education
Mowat Block
Queen's Park
Toronto

Dear :

The Hamilton-Wentworth District School Board's Special Education Advisory Committee submits this memo, accompanying our Board's Special Education Plan, to make you aware of the areas in which SEAC members still have concerns with the policies and/or practices in Special Education.

Members of SEAC were involved in the preparation of the Plan, as detailed in the Plan itself; however, although we participated in the preparation of the document, we do not have significant influence over the actual programmes and services being offered nor the way in which they are delivered. Rather, while we make recommendations, the programmes and services are usually driven by budget considerations, collective agreements, principals' preferences, and a variety of smaller influences over which we have no control.

Here are our primary areas of concern:

1. We have doubts that the rights of all children are being protected in the plan as it now stands. For one thing, even in areas where Board policy on special education programme and delivery is clear and acceptable, there is inconsistent application of the policy from school to school, and a lack of accountability for adherence to Board policy. This situation makes it very difficult to counsel parents effectively and results in unfairness for special students. We would like to see Board policy applied and adhered to consistently throughout the system.

   In addition, although our parents' guide clearly states the rights of parents, we find that parents do not always receive the guide and, contrary to its spirit, often sense pressure in IPRC meetings to consent to a particular placement even when they have their doubts about its suitability. We would like to see parents always informed of their rights, including the right to take some time to make up their minds about placement decisions following an IPRC meeting, and subjected to pressure tactics.

2. We feel considerable distress over budget issues. Members believe that the SEAC has been given virtually no opportunity for input into the special education budget process. We are aware that budgeting at the Board level is made more difficult by the complex and ever-changing structure of the Ministry's funding model; therefore some of our concerns around budget may be due to Ministry rather than Board actions. We have the following specific complaints:

There is insufficient funding for Educational Assistants. This results in pressure to place some students in special classes even when regular class placement would better meet their needs. The funding model does not sufficiently recognize the need for E.A.s for children with physical disabilities but little need for curriculum modification.

(a) The criteria for ISA funding are changed too frequently. It is impossible for us to guide parents through the IPRC process when the restraints that determine their options are constantly in flux.

(b) Special education funding should be available at any time of the year, to account for new children in the system and changing needs.

(c) The entire budget process should be more transparent to SEAC members.

2. There are several area of problems for high school exceptional students. (SEAC: more details here.)

   (a) alternative education
   (b) vocational education
   (c) students who are in school but are not receiving secondary school credits

3. The gifted programme is rife with uncertainties and insufficiencies.

   (a) Screening for possible giftedness - the most comprehensive method of recognizing students who should receive individual testing - is in doubt, and other methods are subjective and inefficient.

   (b) The continuation of special classes in grades 4-8 appears to be in jeopardy, despite the fact that amalgamation has added a new contingent of parents eager to have their gifted children considered for such classes.

   (c) The one secondary school in the system which offers congregated classes for gifted students has lost the learning resource teacher who coordinated IPRC reviews for these students and aided in many aspects of programming for them.

5. Other specific exceptionalities have concerns:

   (a) As mentioned in the answers to the Ministry's questions, there is an insufficient range of options for developmentally-delayed students. (SEAC: more details here.)

   (b) Without specific recognition of children with ADD or ADHD at the Ministry level, making appropriate placement decisions for these children is very difficult.

   (c) Children with Tourette's Syndrome or Obsessive-Compulsive Disorder do not fit into the present categories of exceptionality (unless they are also learning-disabled, gifted, etc.)

An identification as Behavioural, based on their symptoms, often results in placement in a Behavioural class, which is likely to exacerbate their problems. Identified children with TS and OCD do not meet the funding model criteria for an EA, who could ensure successful outcomes. When these children exhibit depression and cannot function, there is no follow-up, and they fall through the cracks of the system. We would like to see a continuum of services arranged with the full spectrum of TS symptoms considered when decisions are made on their behalf.

draft

9(a)

Hamilton-Wentworth
Community Care Access Centre
Centre d'accès aux soins communautaires

April 12, 1999

OFFICE OF THE
APR 20 1999
DIRECTOR OF EDUCATION

Mr. Merv Matier
Special Education Advisory Committee
Hamilton-Wentworth District School Baord
100 Main Street West
Hamilton, ON L8N 3L1

Dear Mr. Matier:

As you may be aware, the Ministry of Health now requires service providers to enter into a competitive process for service contracts ("Request for Proposals" or "RFP" process) with Community Care Access Centres in Ontario.

This letter is to advise you that the Hamilton-Wentworth Community Care Access Centre has initiated a Request for Proposals Process for therapy services in April 1999.

This RFP will include those therapy services provided in school settings. Pursuant to this process, it is possible that there could be different service providers providing therapy services in your schools beginning in the autumn of 1999.

This new system of determining which organizations will provide care to CCAC clients in the home and school settings takes into account the qualifications, expertise, professional experience, and commitment to quality management in delivery of the required services. We are confident that clients will see no difference in the quality of services they receive.

Please share this information with relevant staff in your schools.

Yours truly,

John P. Ruetz
Chief Executive Officer

JPR/dt

310 Limeridge Road West, Hamilton, Ontario L9C 2V2 • Tel: (905) 523-8600 • Fax: (905) 528-1883

In case of transmission difficulties, please call 416-963-[illegible]

Please Deliver To: (21) Hamilton-Wentworth District School Board

10(a)

Ministry of Education and Training
Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation
Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

MEMORANDUM TO: Directors of Education

FROM: Larry Langdon
Director, Operations and Field Services Branch

DATE: March 29, 1999

RE: Intensive Support Amount Funding for In-Year Students Transferees and In-Year Claims for Equipment

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I am pleased to provide details on the second round of portability as a follow up to the Deputy Ministers' Memorandum on the Special Education Intensive Support Amount Funding, October 29, 1998.

Portability for ISA Level 2 and Level 3 funding will be based on students approved as meeting the ISA eligibility criteria who transfer from one board to another in-year. No new students may be claimed. Funding will be based on the students who are in attendance at boards on October 31, 1998 and March 31, 1999.

In order to obtain complete information from boards, we have attached three forms required for the application for funding. Form I focuses on students who were in attendance on March 31, 1999 who had been previously claimed by another board, while Form II collects information on students listed on the claim submitted by the board on June 15, 1998 who were not in attendance with the board on March 31, 1999. Please complete Form I and II for the March 31 grant date and submit by April 30, 1999 to the District Finance Officer assigned to your board. Nil reports are requested.

Form III is provided for additional claims for equipment. Funding for equipment, ISA Level 1, will continue to provide for any exceptional student to the extent that the calculated amount for all boards does not exceed the total provincial allocation. The criteria for ISA Level 1, claims is outlined in the Resource Manual for the Special Education Grant Intensive Support (ISA), May 15, 1998. ISA Level 1, requests for the entire amount of the equipment, along with invoices indicating the name and date of birth of the student assigned the equipment should be submitted by April 30, 1999 to the District Finance Office for approval. Please note that the claims submitted for equipment will be reduced in the amount of $800 per pupil.

Adjustments to funding for Levels 1,2 and 3 will be made by the Education Finance Officer in the transfer payment process. Please address any questions or concerns to the District Finance Officer assigned to your board.

Larry Langdon
Director
Operations and Field Services Branch

Ontario

Ministry of Education and Training

ISA Claim Form - I - March 31, 1999 - New Students Who Were Previously Claimed by Another Board

Student Number	Student Name	Date of Birth (yy/mm/dd)	Panel E or S	Board at which Students were Previously Claimed	ISA Level 2 Pro-Rated (1.0 or 0.5 etc.)	ISA Level 3 Pro-Rated (1.0 or 0.5 etc.)
			TOTALS			

10(a)-1

Ontario

Ministry of Education and Training

ISA Claim Form - II - Students Previously Claimed by The Board Who Are in Attendance at Other Ontario Board Schools on March 31, 1999

Student Number	Student Name	Date of Birth (yy/mm/dd)	Panel E or S	Board Students Currently Attend	ISA Level 2 Pro-Rated (1.0 or 0.5 etc.)	ISA Level 3 Pro-Rated (1.0 or 0.5 etc.)

Ontario
Ministry of Education
and Training

ISA Claim Form - III - ISA Level 1
By Period

Student Number	Student Name	Date of Birth (yy/mm/dd)	Panel E or S	Type of Equipment	ISA Level 1 Total $ Amount	January 31, 1999 or April 30, 1999
			TOTALS			

Total (1-3)

THE OPSBA RESPONSE TO THE *EXPERT PANEL REPORT ON THE REFINEMENT OF THE ISA STRUCTURE AND CRITERIA* AND 1999 - 2000 FUNDING RESPONSE BY OMET

FINAL

BACKGROUND:

The funding model for 1998 provided to school boards layered funding for special education programs and services. The formula identified three layers of funding boards could draw upon to provide for exceptional pupils including the Foundation Grant (the base grant for all students enrolled) and two protected or enveloped grants. These are the SEPPA (Special Education Per Pupil Amount) and the ISA (Intensive Support Amount). The SEPPA funding ($347/elementary and $214/secondary student) is based upon board enrolment and is not tied to particular programs or services provided by the board. The ISA funding is provided to boards upon approval of the individualized plans for each pupil. There are three levels within the ISA grant. ISA 1 provides for equipment while ISA 2 and 3 provide personnel at $12,000 for level 2 approval and $28,000 for level 3 approval. Section 27 funding for educational programs provided by boards in care, treatment or correctional facilities has been included in this category as ISA 4 funding.

The Expert Panel began the process of reviewing the initial implementation of the new funding model in August 1998 and completed its' report with 24 recommendations by the end of the year. The review included extensive consultation across the province including round table meetings with parents and school board staff as well as focus group sessions with representatives of the specific exceptionalities. The report was delivered to the Minister in January 1999 to allow Ministry staff sufficient time to consider the recommendations and implement necessary changes to the grant regulations for 1999-2000.

In January 1999 OPSBA released the document *"Education funding in the Province of Ontario - a Review of the Issues"* which contains recommendations for change to the funding of Special Education for the next funding year. Upon the release of the Expert Panel Report OPSBA developed a response and made the Minister of Education and his staff aware of concerns of public school boards. It is our belief that these concerns were considered carefully by the Minister and the Education Finance Branch.

ISSUE:

To examine the recommendations of the Select Committee and provide a response which is consistent with the recommendations contained in the OPSBA document ***"Education Funding in the Province of Ontario - a Review of the Issues"*** January 1999.

To review the response of the Ministry in the 1999-2000 funding for Special Education based upon the recommendations of the Select Panel and input from stakeholders including OPSBA on behalf of its' member boards.

DISCUSSION:

The recommendations of the Expert Panel are organized into sections which reflect the Major Directions identified by the panel. The sections are:

a) ensuring equity, protection and accountability for Special Education;
b) creating stability and managing change;
c) allowing ISA funding to be more responsive and adaptive;
d) simplifying required documentation;
e) adjusting the validation process;
f) further operationalizing portability;
g) improving information and awareness;
h) addressing Special Education needs through other grants.

Alongside the 24 recommendations of the Expert Panel are the recommendations extracted from the OPSBA position document which are aligned to varying degrees. The third column (Comment) identifies the OPSBA response to any differences in the recommendations.

The final column identifies the response by the Ministry in the funding of Special Education for 1999-2000. Changes from the funding in 1998-1999 and from draft versions of the funding which were proposed are

FINAL

noted.

FINAL

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
Ensuring Equity, Protection and Accountability			
1. Special Education continue to be funded in two additional layers (SEPPA and ISA to Foundation Grant) to ensure responsiveness to student need and promote equity and accountability.	3.1 SEPPA be set at a level to cover approved (Special Education) board plans.	The layered funding model has merit. However, the level of SEPPA funding is insufficient for many boards to provide the level of service (range of placements and supports) presently available, identified in the board Special Education Plan and expected by the community.	Student-focused funding model provides >$1.2 billion in funding for the costs of education of exceptional students in addition to the Foundation Grant, Pupil Accommodation Grant and other grants. SEPPA continues to be an enrolment grant which for 1999-2000 will be expanded by $30 million to provide $362/elementary pupil and $229/secondary pupil. This is an increase of $15/student.
2. School boards be required to report expenditures on categories of professionals and paraprofessionals (including numbers and the % of special education expenditures for each type of professional and paraprofessional service) in their Special Education Plan to SEAC (Reg. 306 and guidelines) for their input and recommendations.	3.6 A line within the SEPPA for special education teachers based on the student population be created to achieve equity across the province.	Beyond simply reporting expenditures in various categories, boards should be required to fully expend funds from within the special education envelope, (it is noted that any unused portion of the funds is required to be set aside in a reserve fund identified for special education). The qualifying criteria for ISA 2 and 3 funding should be extended to include special education teachers, itinerant specialized teachers, special program teachers and professional support staff in addition to teachers of vision and hearing impaired students.	Three new eligibility conditions to be introduced: *1. Prerequisite Eligibility Criteria* *2. Student Profiles* *3. Staff Support Worksheets* IEPs to be consistent with requirements of the IEP Resource Guide 1998 ISA Level 1 claims must be documented by: *1. An assessment on file from an appropriately qualified professional, and* *2. A copy of the invoice(s) of proof of cost of equipment to be purchased.* The deductible for each student is $800. The Ministry will again validate ISA claims in all boards using either a sampling of claims or full examination of claims process. The data collected will be used to allow MET to evaluate the current grant structure. The funding parameters will be reviewed prior to the 2000-2001 school year.

FINAL

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
3. Special Education funds be further protected and that the Ministry ensure that special education staff are only allocated according to student needs rather than being determined by or for negotiation purposes: therefore, a) MET must further define what qualifies as "special education" under Reg 52(1); b) boards must determine and allocate staff assignments for student needs rather than for any other reason or purpose; c) to qualify as a special education expenditure, teachers must be working towards or have their specialist in special education and be assigned special education programming for more than 40% of their time; d) in order to ensure sufficient capacity of special education teachers, teachers's colleges should ensure that teachers have access to the specialist Part 1 and 2	3.2 Clear definition of each funding layer, to ensure consistency across the province and clear guidelines regarding relationships between the Foundation and special education grants in covering total costs of education a pupil with special needs , be developed.	3.a) and b) are supported by OPSBA , however part c) should present a problem for many boards , especially small, northern and isolate boards. Given the present and forecasted teacher shortage there is a need for flexibility in staffing by principals. The "40% rule" is unrealistic. Special education expenditures should be calculated when special education programs and services are delivered to students.	Staff Support Worksheets for calculation of level of intensive staff support provided to students with high needs in a range of educational settings. These include -integrated/resource withdrawal programs -self contained settings -one for deaf, blind or blind-deaf students. Time spent by educational workers (including behaviour assistants and child and youth workers), provided they are spending regularly scheduled time with students. The minimum is 10% of the student's instructional hours/week, regularly scheduled for the school year. Professional supports such as psychological and speech and language cannot be included unless the student has >10% of his program provided by these staff over the course of the year. Time spent by special education teachers may also be counted as intensive support for high needs students in self-contained classrooms or resource withdrawal arrangements. (Calculation: teacher = 2.5 x resource weighting of E.A.).
4) MET monitor board spending patterns and provision of services and provide information and highlight "effective practices" for boards (including possible student-professional staff ratios that may be appropriate and feasible) to ensure that appropriate levels of programs and services are in place across boards.		Monitoring board spending, and sharing effective practices in place across the province is a good idea. In the Panel's recommendation 4) there is the phrase "appropriate levels of programs and services". This raises the question of "what's appropriate"? The Ministry should consider a provincial standard for the range of programs and services that boards are required to offer.	*Boards are required to develop, (with the input and assistance of SEACs), three year special education plans and send them to the Ministry for approval by May 15, 1999. There does not appear to be any connection between the special education plans and the funding for SEPPA and ISA. Since the "stable funding" for special education will be reviewed during this year, the special education plans may have little value.*

FINAL

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
Creating Stability and Managing Change			
5) We support the $127 million expansion and protection of special education for ISA funding and recommend that continued protection for that funding be provided for substantiated claims every year, and recommend that: a) the special education combined funding envelope of SEPPA and ISA funding should not be decreased regardless of fluctuations in provincial claim patterns; b) downward adjustments in provincial ISA claims should be reflected by corresponding increases in SEPPA.	3.4 The ISA funding process be reviewed and revised so that: ■ funding allocations are based on need, not on the amount of money boards spent on special education in the previous year.	The addition of $127 million to the ISA fund indicates that real student needs exceeded the original estimates substantially. OPSBA agrees that the funding for special education needs to be both protected and reflective of the real costs of the delivery of programs and services to exceptional pupils.	No additional ISA Level 2 or 3 funding approvals will be provided to boards in 1999-2000. Any newly identified students who would have been claimed for ISA funding last year will have to be provided for by SEPPA. In May and Juneboards will be required to identify their ISA Level 2 and 3 students based upon the new eligibility criteria, which will be assessed on a province-wide basis.
6. The Ministry monitor and examine the rate of incidence for lower and intermediate needs of students (which SEPPA is designed to address) and, if required, increase SEPPA to ensure that the grant: a) meets the needs of students with special needs (12% or higher with 2% identified to have highest needs); b) meets the needs of special education students, who with appropriate support and necessary accommodations could obtain their Ontario Secondary Diploma; c) provides additional funds to geographic areas where a higher incidence of special needs is substantiated; d) allows an adequate level of professional services to be hired/obtained for a board; e) covers increases in assessment costs associated with ISA eligibility requirements	3.1 SEPPA be set at a level to cover approved board plans.	OPSBA endorses this recommendation of the Expert Panel since it addresses the issue of provision of adequate funding to support students having low to moderate special education needs for whom programs and services are funded by SEPPA only. Additional funding to support boards with a higher incidence of (documented) students requiring these programs is both realistic and necessary.	The icrease of $15/student to SEPPA will be able to be directed to students with low to moderate needs only if it is not needed to provide for newly identified ISA students, the cost of providing for whom would be in excess of the 1998-1999 level of funding. (Boards will be provided with the same level of funding for ISA 2 and 3 during 1999-2000 that they received in 1998-99

10(b)-3

FINAL

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
7. MET address the problem of the lack of qualified special education staff in the north and other under-serviced areas of Ontario by building components into the funding formula to: a) increase the number of special education professionals (e.g. speech pathologists, psychometrists, psychologists) in these areas; b) enable boards to provide funds to teachers living in these areas to undertake training to become qualified Teachers of the Deaf, Blind and Deaf-Blind, with priority given to boards in Northern Ontario;		The cost of providing programs and services to students living in sparsely populated and remote parts of the province is necessarily high since the economies of scale possible in urban centres cannot be achieved. However the recommendation of the Expert Panel to increase the level professional staff support is sensible as it allows more students to receive support in their own communities. OPSBA supports this position and requests that additional funds be granted to northern and isolated boards in the interim to cover the cost of transporting students requiring specialized services to centres where these services are available.	The Special Education Resource Manual (Guidelines for School Boards) does not differentiate funding based on board location. The costs of providing special education programs and services are included in the overall cost of providing educational services. This information is found in the Technical Paper - Student Focused Funding, Remote and Rural Boards pp 18-19.
8. MET provide additional funds for a designated special education position in each board within the special education envelope. This position would provide coordination, maintenance and administration of the ISA claim process and other Ministry required procedures associated with special education such as the IPRC, (including transition planning) and that the IEP are properly implemented to ensure quality and accountability.	3.5 The costs incurred in the operation of SEACs and in the administration of the ISA process be recognized in the SEPPA grant.	Both recommendations are in agreement on the need for Ministry recognition of administrative costs which are incurred to ensure that board plans are implemented, reviewed annually and continually monitored to ensure that they are responsive to the needs of the exceptional students (SEACs), and that there is coordination of the process required annually to acquire ISA funding so that no student who requires funding is overlooked (Special Education Coordinator).	There is no specific provision for administrative staff responsible for special education. *A combination of Administration, Consultant and SEPPA/ISA funding will likely be required to cover the costs of administering special education*
9. Boards addressing student needs over the course of the school year be required to: a) manage minor fluctuations in student needs with their ISA funds; b) plan judiciously for other contingencies out of their SEPPA funds.	3.9 The Ministry allow greater flexibility in use of the ISA to tailor programs and services to individual needs.	It is standard practice to deal with changes in student enrolment, program needs, transportation arrangements etc. through the year/ If the SEPPA and ISA funding levels are set at real expenditure levels minor fluctuations will be no problem for boards.	During the 1999-2000 school year ISA 1 claims for equipment can be claimed throughout the year. The dates for submission of claims (with all proper documentation) is the last day in June and October of 1999 and March 31, 2000. The newly created Special Incidence Portion (SIP) for extremely high needs students can be claimed on a case by case basis.

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Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
10. The Ministry establish a new Special Incidence Portion (SIP) to deal with exceptional circumstances that exceed 5% of their ISA funding: a) boards whose net gain or loss, due to student transfer into a board, exceeds 5% of their overall ISA claims during periods other than in the current October and March reporting periods; b) a small number of students with extraordinary needs whose costs far exceed support under SEPPA, ISA and other grants intended to be used for special education; a cost eligibility threshold of $55,000 is proposed.		This recommendation is endorsed by OPSBA since it deals with the significant issues of providing funding for boards: ▸ which encounter exceptional circumstances (such as the need to establish a new program for physically and developmentally handicapped students where the cost of alterations, equipment and staffing could well exceed 5% of the board's ISA funding); ▸ which have significant enrolment increases between reporting periods (a projected problem for high growth boards) and; ▸ which incur the cost of providing programs and services for students with extremely high needs. There is a need to broaden the funding parameters to reflect the inadequacy of SEPPA to cover the full cost of providing services and programs to students who are in the "low to moderate" range of needs. In addition, the costs incurred in providing support for students with extremely high needs s far exceeds the upper limit of ISA 3 funding. There are instances where the number of "low to moderate" and "very high needs" students is unequally distributed between coterminous boards.	The Special Incidence Portion (SIP) identified in #9 provides additional funding to a maximum of $27,000 per student for students approved for ISA 2 funding where their needs are such that they require: - a total support level of 2.0 FTE staff - require those resources for the safety of the student or others in the class. Application is to the District Office. Each submission is reviewed individually by the District Office, Operations and Field Services and Education Finance branches.

FINAL

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
Allowing ISA Funding to be more Responsive and Adaptive			
11. The levels of ISA funding continue to be determined by the needs of the student as set out in the Individual Pupil Plan (IEP) and a) that the range of programs and services identified to be in the student's best interests be made possible by the ISA, SEPPA and other supporting grants for special education; b) the student's placement needs be consistent with the preferences of their parents and indicated by their approval on the ISA status form; c) the range of services provided by the board should be reviewed by SEAC in accordance with Reg. 306 and Guidelines.	3.4 The ISA funding process be reviewed and revised so that: ■ funding allocations are based on need, not on the amount of money boards spent on special education in the previous year	The IEP as the ISA funding generator appears to work since the focus is student needs. The requirement for an IPRC process (as conceived in Bill 82) to be in place now needs to be discussed at the Ministry level since identification is not a requirement for funding. Since the IPRC is a costly process for boards, a review of Reg.# 305 should be undertaken. The wording of part b) of the recommendation is troublesome and open to misinterpretation. "The student's placement needs be consistent with the preferences of their parents" and requiring approval on the ISA Status Form could prove to be a real problem where there is disagreement on equipment and personnel required and the parent refuses to sign the ISA Status Form.	The Individual Education Plan (IEP) continues to be the "key document" which will outline how the board proposes to respond to the student's needs. The IEP Resource Guide, which was released in October 1998 is intended to assist principals and teachers in operationalizing the IEP requirements of Regulation 181/98. The purpose of the guideline is to promote a consistent process and to foster the development of high-quality IEPs.
12 The Ministry maintain the existing criteria for determining eligibility for ISA levels 2 and 3 as specified in the current manual (a minimum level of support e.g. 51-100% required to benefit from instruction combined with a minimum level of modification to curriculum e.g. 51-100%) with the following expansions: a) ISA 3 criteria must be expanded to address the gaps for students with severe physical or behavioural needs, who do not need their curriculum expectations modified but who still require intensive assistance to benefit from instruction or to ensure the health and safety of themselves or others.	3.4 The ISA funding process be reviewed and revised so that: ■ funding is in place to better serve students who are violent, obsessive, oppositional or severely depressed and who require additional support including those provided by an educational assistant, child and youth worker, social worker support and psychological staff.	There is agreement that ISA funding should be extended to include students with severe social/emotional problems who require special programs which include individual supervision and support.	For ISA approval three eligibility conditions must be met. Condition 1: Prerequisite Eligibility Criteria has seven criteria which must all be met for approval to be granted. Included are: - having an assessment that demonstrates sever (Level 2) or profound (Level 3) behaviour disorder; -matching the Student Profile for Behaviour (1.2, 1.3).

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Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
13. The Ministry further clarify eligibility requirements through: a) a pre-requisite criteria checklist (attachment); b) the expanded definitive profiles (attachment) to assist boards to be able to identify and respond to student needs (SEPPA - ISA 1-4).	3.4 The ISA funding process be reviewed and revised so that: ■ there are clear criteria for approval.	The Expert Panel and OPSBA support the need for clear criteria for funding approval. The checklist and profiles submitted in the Panel's report increase clarity of the definitions of "mild, moderate and severe" which characterize the funding levels from SEPPA to ISA 3.	The Student Profiles attached to the manual as Appendix B describe the SEPPA, ISA 2 and ISA 3 for each of the identifications.
14. ISA funding should benefit eligible students with special needs in a continuum of programs and services including the following settings: a) Integration into regular classes with assistance as first consideration in accordance with Reg. 181; b) special education teacher resource withdrawal in small groups for concentrated periods; c) self contained classes where students are clustered by exceptionality according to Reg.298; d) reduced regular class size with clustered integration, where 2 or more high-needs students are enrolled with assistance in a regular class with fewer (13-15) students and a teacher who has, or is working towards, specialist qualifications in special education.		OPSBA concurs with the recommendation of the Panel which supports a range of programs and services with placement options from regular classroom with support to special program classes. The comment made in #4 that the Ministry consider provincial standards for special education programs and services applies here also.	ISA funding can be used flexibly to provide for the needs of students in a range of program settings, including integrated settings, self-contained classes, and resource withdrawal arrangements. Boards are required to complete (for each student) the Staff Support Worksheet, which identifies "who provides what" in each student's program.
Adapting Levels of Support to Meet Needs			
15. The Ministry clarify and adapt the existing ratio of 1:1 support to take into account the range of programs and services provided for a student while ensuring accountability for the level amount cost of support. A weighting scale (attachment) would measure and aggregate the level of support provided to a student by identifying the time spent a) by teachers and other professionals para-professionals working individually with an ISA student to reflect the relative quality of those interactions; b) by an ISA student who is working in a small group with other students to reflect the relative quality of those interactions.		Adaptation of the 1:1 ratio to include both the teacher and the educational assistant is a very good recommendation. It recognizes that the support required by exceptional students varies according to the degree of their exceptionality and their placement in an educational program. If the student is placed in a regular classroom with an educational assistant, funding for the teacher through the special education envelope is not an issue. However if the student is placed in a special program with a special education teacher and some assistance from an educational assistant, the teacher is not at present eligible for funding. The weighting scale proposed would rectify this problem.	The Staff Support Worksheet (Appendix C of the resource manual) includes worksheets for both self-contained and integrated settings. For the self-contained worksheet there are calculations for both a teacher and for EA support.

Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
Simplifying Required Documentation			
16. The Ministry clarify and streamline the documentation required for validation, so that boards will be able to: a) rely on reviews and updates of clinical assessments (rather than additional clinical assessments) by a qualified practitioner, where the disability is continuous and ongoing; b) rely on reviews and updates of clinical assessments (rather than additional clinical assessments) which support the Individual Education Plan (IEP) and the Identification, Placement and Review Committee (IPRC) requirement of ongoing and current IEP; b) provide a summary list of assessments that becomes part of a claim file to streamline file review from year to year.		OPSBA agrees that measures to streamline the documentation required for validation should be implemented.	" Ministry review teams composed of experts in special education will visit all boards to ensure that the ISA criteria are well understood and consistently applied across the province.(The validation process) will allow the Ministry to evaluate the current structure of the Special Education Grant and how it can best support the full range of settings in which special education is delivered to students. This review will be undertaken in time to establish funding parameters for the 2000-2001 school year".
Adjusting the Validation Process			
17. Once the process is stabilized, the Ministry validation process be streamlined and that the claim cycle be re-aligned with the school board budget process and the special education annual report to SEACs and MET (April May). To this end the following changes to the validation process are recommended. a) assign Ontario Education Numbers (OEN) to all students to help streamline ISA validation, ensure confidentiality and establish a provincial data base; b) unconditionally approved claims, which were validated, would be exempted from validation for 2 years; c) a validations process, similar to the process in Year 1 be repeated in 1999-2000 to ensure that a reliable baseline has been established; d) continue to validate claims for each board for a period of 3 years beginning in year 2000 or until a board achieves an approval rate of 95%; e) over time, new claims would become the focus of validation; each year fewer would then be reviewed unless circumstances of the student or board change.	3.7 The Ministry conduct the ISA audit without a requirement for boards to seek parental permission to give Ministry staff access to student records and with more and better training provided for the auditors 3.8 The Ministry provide a clear message to parents that ISA funding is not an entitlement, (or if it is it should be made clear).	The validation process as outlined in the Panel's recommendation is acceptable to OPSBA. However, the issue of parental expectation that the funding when approved is an individual entitlement needs to be addressed. "Velcro-ed" funding is a significant issue for parents and boards and needs resolution. OPSBA contends that while ISA funding is granted on the basis of approvals for individual students, the funds that are granted are required for programming in a context larger than simply attaching an educational assistant to the individual student. The provision of a range of program options depends upon the ability of the board to use this funding flexibly.	The validation process for 1999-2000 is identified in #16 above. The language used in the manual this year clearly recognizes that a range of placements is essential to meet the needs of exceptional pupils and that funding provided to boards should be program neutral. The issue of "velcro-ing" of EAS should be easier for board personnel to deal with since the ISA Status Form (Appendix D of the manual) does not require a parent signature and the Sample Letter to Parents/Guardians (Appendix G of the manual) does not lead the parent to conclude that any staff resource is directly tied to their son or daughter.

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Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
18. Once the validation process is stabilized, the Ministry (should) institute a random audit process: a) MET would establish a provincial audit team to ensure effective monitoring, accountability, program improvement and compliance by boards; b) at the end of 3 years all boards which obtain an approval score of 95% or greater would become subject to selected provincial audits; c) provincially trained auditors would conduct financial and program audits of selected district school boards through an independent examination of 3 data sources: documents, interviews and school visits; d) MET could conduct an audit at anytime; e) results could be published and steps should then be taken to ensure compliance in accordance with the auditor's provincial and board recommendations; f) MET should consult with appropriate associations and identify specific compliance measures.		OPSBA supports the audit recommendation proposed by the Expert Panel and endorses the process which would move boards with 95% approval scores from regular audit status to selected audit status.	The manual includes only the process of validation and review of the data collected for the coming year. The review may lead to the development of a plan for data collection and auditing boards.
Enabling Portability			
19 We support the government in undertaking the important task of making ISA funding and equipment transferable when students relocate within the province. However, we recommend that the following process be put in place to ensure a smoother transition for students and boards: a) ISA students can transfer form board to board maintaining their ISA status. Boards whose net gain or loss (due to student transfer into a board) exceeds 5% of their overall ISA claims, during periods other than in the current October and March reporting periods, would receive funding through the Special Incident Portion (SIP) outlined in Recommendation #3 b) Equipment should travel with an ISA student from board to board within the province according to the following procedures: • receiving board receives the student's ISA Status Form from the sending board and then sends a request for the equipment (within 30 days following receipt of the OSR); • sending board makes arrangements to forward equipment with the receiving board incurring the cost of shipping; • if the equipment is shared or required for another student, the equipment could then be allocated to another student internally, upon agreement between boards; • when it is determined that the transfer of the equipment is not feasible or practical, the receiving board would then have the option of purchasing new equipment using the ISA application process; • declare surplus equipment with posting on web site making it available to all boards (explore ***feasibility*** of recommendation).	3.4 The ISA funding process be reviewed and revised so that: ■ there is a recognition that additional students do appear after the ISA audit has taken place and that funding is required for these students	OPSBA supports the Expert Panel's recommendation on portability. There needs to be a clear set of rules in place for the transfer of equipment when students move and there needs to be a way of transferring funding so that boards do not financially profit when students move out or are penalized when students move into their jurisdiction When students who receive 1:1 programs with specialized teachers (ex. blind, deaf, deaf-blind) move out of the board, the board must continue to assume the cost of the teachers contract although the teacher may not be required. The funding formula needs to recognize this disparity.	" ISA supports are portable; ...students who are eligible for ISA Level 1, 2, or 3 supports in one school or school board maintain their eligibility when they change schools or boards." "Equipment purchased with ISA funding is portable, and moves with the student " There is no reimbursement for the $800 which the student's old board would have spent. Since ISA 2 and 3 funding is fixed at the 1998-99 level for the 1999-2000 school year, no application for additional funds during the year is provided for. The only exception is for students who qualify for SIP additional to Level 3 ISA funding. (See #10).

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Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
Improving Information and Awareness			
20. The Ministry implement a communication strategy to increase awareness in the following areas: a) purpose and structure of the layers of special education funding including Foundation, SEPPA/ISA funding, rules of eligibility, the claim and validation process, etc.; b) duties of school boards with respect to special education programs and services; c) highlight relevant sections of the Education Act, Regulations and policies affecting special education and are related to ISA funding that require board compliance; d) the role and importance of assessment in the documentation and validation of ISA claims; e) roles and expectations of key players (e.g. boards, SEACs, principals, coordinators, teachers, regulated health professionals, provincial associations, parents, Ministry at the local and corporate offices); f) how to identify elements and participate fully in the development of an effective individual Education Plan (IEP) and delivery of an intensive support plan required for students eligible for ISA funding; g) ensure that boards inform parents when ISA funding is being requested and that they provide them with a copy of the ISA Status Form developed for their child; h) implement a professional development program involving superintendents of business and education as well as special education coordination personnel (coordinators, principals, special education teachers, etc.) During the next phase of ISA implementation and validation		This recommendation is acceptable to OPSBA. With the provision that the costs of implementing a communication strategy should be funded with new money and not reallocate funds presently directed to education. Part g) of this recommendation is more acceptable than part b) of recommendation 11. In that it provides the ISA Status Form to parents for information and not approval.	This is not dealt with in the resource manual.
Addressing Special Education Needs through other Grants			
21. The MET undertake a review of Section 27 programs in conjunction with MCSS, the Ministry of Health and the Solicitor General with a view to establishing stronger linkages with school boards. Until the review takes place, funding for ISA 2 and 3 students who transfer to or from a Section 27 setting (ISA 4) would remain portable so that continuity of intensive support is maintained across all educational settings for students. Rules for Special Incident Portion (SIP) would also apply.	3.13 The funding of Section 27 facilities be reviewed with the intent of integrating the funding with the current funding model and that provision be included within the formula for the funding of related transportation costs.	The review of Section 27 funding should be undertaken by a joint committee including school boards, MET and the other stakeholder ministries.	For Section 19, educational programs offered in care, treatment, or correctional facilities; the level of support and the application process remain unchanged ($63M).

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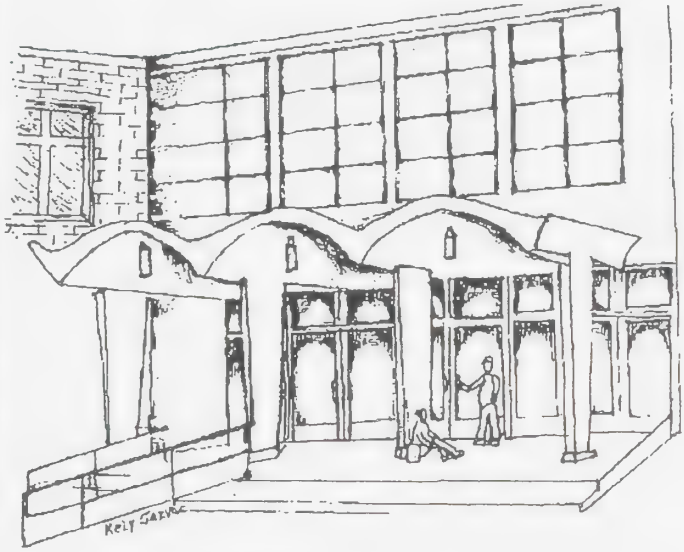
Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
22. The Transportation Grant address the needs and costs of transportation for students with special needs so that: a) the cost of transportation would not deter the placement preference of students with special needs and that all transportation costs, including transportation to provincial schools and Section 27 classrooms would be provided and protected under the transportation grant; b) the formula for the transportation grant would take into account the cost factors related to equity and access for large geographic and rural/remote boards as will as the costs for specialized transportation needs (including monitors and attendants) and travel expenses for specialists travelling from large urban centres to under-serviced areas c) a percentage of transportation funding be protected for special education purposes to ensure that students with special needs would benefit fairly from these funds.	3.12 The cost of transportation to Provincial Schools be recognized in the transportation grant. 8.7 (Transportation) The funding model clearly identify costs and provide full funding of transportation related to health, physical disabilities and special programs.	Transportation needs for students with special needs are diverse. The majority of students transported do not require special arrangements. However, the cost involved in providing transportation to those students who do require special equipment and support is significantly higher than that of those serviced on regular bus runs. These costs include the use of small, specialized buses and taxis to transport students with physical, developmental, visual, behavioural and multiple exceptionalities. For this reason special education transportation requirements should be identified and funded by the Ministry as a specifically identified portion of the Transportation Grant.	The transportation committee, established in 1998 to review the funding of student transportation, has recommended that transportation funding for 1999-2000 be maintained at the 1998-99 level, with adjustment for enrolment changes. There is the inclusion of an allocation for transportation to provincial schools through which boards can recover the cost of transporting students in their jurisdiction to provincial schools.

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Select Panel Recommendation	OPSBA Recommendation	OPSBA Comments	1999 - 2000 Funding Guidelines
23. With regard to pupil accommodation, ...the Ministry monitor and make available effective practices to boards to promote all schools to become barrier-free: a) the current pupil accommodation grant should be monitored and updated as required to take into account special accommodation needs of some students (e.g. modified classroom size and structure, lighting, school building access, special classroom size requirements as they arise for special needs students in small class placement, etc.) b) protect further funds within the facilities renewal grant for accommodation for students with special education (needs).	3.10 Specific funds be allocated in order for boards to be compliant with barrier free legislation 3.11 The formula for the calculation of space/pupil be reviewed to ensure that sufficient space is funded for low enrolment special education classes and for additional space in classes with integrated students. In addition, that there be funding recognition of dedicated rooms for lifting and changing, physiotherapy, speech and language assistance, conferencing etc. 4.2.2 (Pupil Accommodation) Facility requirements needed to deliver special programs (e.g. special education) be recognized for grant purposes	Making all schools barrier free should be the goal of the Ministry and school boards. However it is a fact that the cost of alteration to barrier-free status for many older schools is extremely high. This makes attendance at neighbourhood schools for some students with disabilities difficult at present. The issue which needs to be addressed in the funding formula for students with special needs is: a) there are additional space requirements for those students with special needs who spend all or part of the day in a special education classroom and require specialized care and support (wheelchair space and room for adult(s) in support roles). Some students also require private areas for toiletting, lifting and changing, therapy, etc.); b) there are additional space requirements for students with special needs when they are integrated into regular classroom settings. The classroom space requirements of these students exceeds the normal allocation and should be funded as such.	Only provided for through: - the Grant for School Renewal and - the Grant for New Pupil Places under the Pupil Accommodation Allocation, Section C of Student Focused Funding.
24 The policies and procedures affected by ISA need to be clarified and revised. This includes: a) (an) ISA manual providing a more comprehensive list of personalized equipment for and associated materials (e.g. braille paper) for ISA 1 funding and providing exemplars of IEPs, assessments and other documentation required to make claims b) Policy/Program Memorandum #76C to clarify practices and policies reflected in the new ISA funding formula c) Policy/Program Memorandum #81 to ensure the Ministry of Health is providing an equitable level of regulated health services in all school boards across Ontario.		OPSBA concurs with a review of the policies as suggested in this recommendation of the Expert Panel.	The resource manual for the Special Education Grant ISA is clearly stated and comprehensive. The review this year will indicate to all if the process works and there are sufficient funds to provide for the needs of students requiring special education support. There is still a need to review the regulation governing IPRC procedures and the requirement for a board plan for special education.

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WESTMOUNT
Secondary School



CONGREGATED GIFTED PROGRAMME

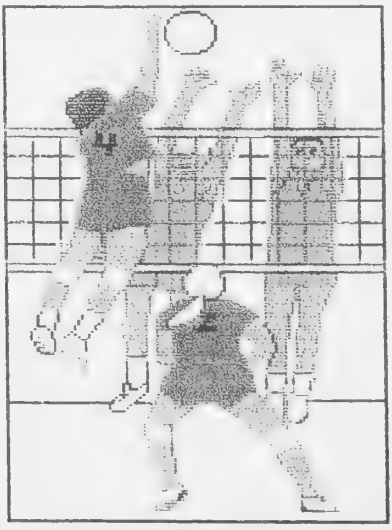
July 1996

INTRODUCTION

The Secondary Congregated Gifted Program began at Westmount in 1985. Of the first group of grade 9 students, Christopher McLean and Rob Williams have recently accepted full scholarships to continue their science and mathematics studies at the masters level at the University of Toronto. Others are completing university studies in a wide variety of areas. The program has grown and developed in order to meet the individual needs of many more students.

Currently there are131 identified Gifted students at Westmount. The talent and intelligence of this group of young people is shown in every facet of school life. The 1996 Drama program ending with the production of *Jesus Christ Superstar* showcased the talent, heart, and teamwork of a very special group of students.





Scholarship, Athletics, Music, Arts, Student Government and all other activities show the full range of abilities and talents. Westmount's unique self-paced school program is ideally suited to students who are able to progress more quickly. Self-pacing also allows students to pursue ideas to greater breadth and depth.

Gifted students encourage and enrich each other's understanding,



Being together also provides a dimension greater than the sum of the parts.

Westmount's students provide a culture of high tolerance for individual differences in culture, ideas, and ideals. The support that they provide for each other encourages the highest achievement possible.

While marks are only one indicator of growth and development, a comparative study of 234 gifted and "bright" (functioning within Superior range) students indicated significantly higher results in several areas.



There were significant differences in the results for Gifted students in self-contained classes over regular class placements. A comparison of the marks of the two groups for the 40 secondary school courses revealed that students in Gifted Self-Contained classes consistently obtained higher marks than "bright" and gifted students in regular classes. The courses continue to be revised and developed. Our students consistently tell us,

" The self-paced program has made my first year of University so much more secure" (Alison Eagles, McMaster University, Graduating Class 1999)

"...other students in my courses have not learned to plan and set goals" (David Horachek, University of Toronto, Graduating Class 1999)

" I feel ready for the challenges of University" (Winston Teo, McGill University, Graduating Class, 1999)

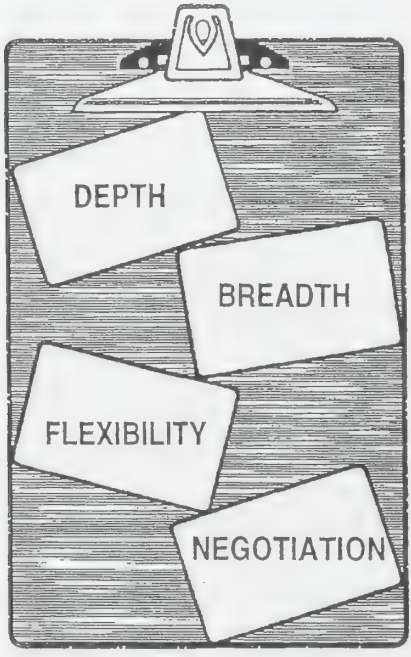
BACKGROUND

As part of an ongoing review process, a new committee was initiated at Westmount in the fall of 1995. The members include a Learning Resource Teacher, teachers of the Gifted courses, a V[redacted] Principal and the Principal. The team was created in order to review the Gifted programme. The recommendations from the review team are now being implemented.



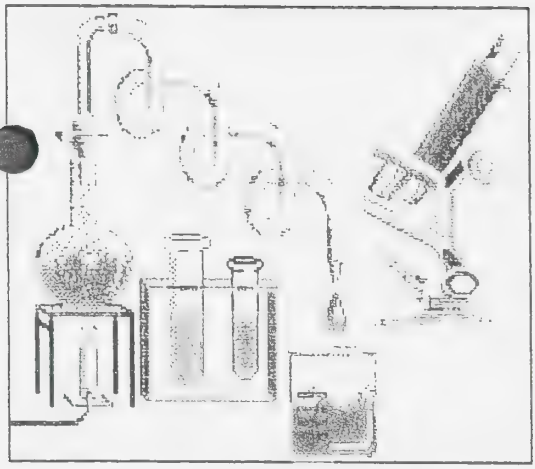
PLAN

The team meets, discusses, and plans around our gifted curriculum and student needs. A survey provides the gifted students with an opportunity to tell us what is working and what needs a new direction. We view ongoing communication with parents/ students/ teachers as a necessary component in the future programming of our Gifted Students. We are cognizant of the need for continued review to establish a model that will best prepare our students for the 21st century.



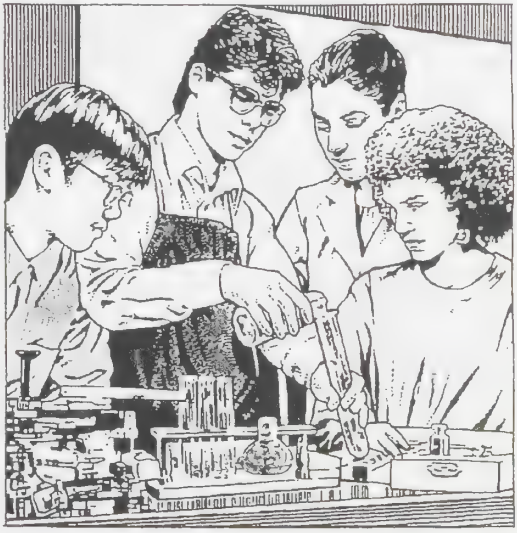
DIFFERENTIATION OF PROGRAM

"Differentiation" means that the program is recognizably different from the curriculum offered to non-identified students. Gifted education at Westmount is based on four concepts or principles: **depth, breadth, flexibility**, and **negotiation**.



Concepts and content can be gone into in greater depth in the self-contained gifted classes. For example, some of the algebra to be studied in grade 10 math is introduced in the grade nine gifted mathematics class. The once a week laboratory work in gifted grade nine mathematics is specifically designed to allow gifted students the opportunity to look at the subject in more depth and with more creativity.

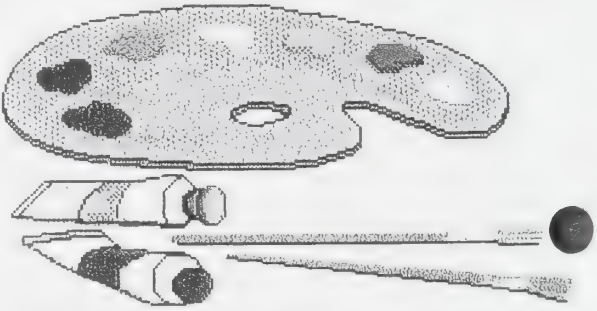
We are careful not to equate the term breadth with the concept of "more". Gifted students can often assimilate content and concepts more quickly than the regular stream. Higher order thinking skills such as synthesis and evaluation can be addressed more often in congregated gifted classes. Some content and concepts can be compressed or presented in a different manner. Sometimes the rote or practice components of learning guides can be shortened. This allows the teacher to go "further afield". For example, in the grade nine Environmental Studies unit in Geography, the gifted students deal with the idea of global cycles such as the carbon or nitrogen cycles. This is not a component of the regular program. In the grade nine History program gifted students are able to develop a new constitution and explore the growth of the Canadian identity during the two world wars - topics not covered in the regular program.





Flexibility is built into the program in terms of topics covered, data sources used, and products produced. In the Gifted English program, units of work are negotiated such that a personal program for each student is developed. This program would be designed to strengthen the student's weaknesses and capitalize on his/her abilities and interests. Choice of products is an important component of science and geography courses.

Gifted students at all levels are encouraged to negotiate with their teachers in making choices concerning products, data collection, data analysis, etc. Throughout their years at Westmount, students assume an ever greater responsibility for their learning. Part of the teacher's job is to encourage students to be creative and to take some control over their own learning while at the same time ensuring that all areas of the subject are addressed and that the students do not have any 'gaps" in their knowledge or coverage of the subject.



The end result of this program differentiation at Westmount has been the creation of a unique and challenging curriculum for all gifted students. It is a curriculum which opens doors as opposed to building tunnels, a curriculum that builds on strengths while addressing weaknesses.

GIFTED LEARNING RESOURCE TEACHER

The GLRT is responsible for:

- -developing Individual Pupil Plans and Annual Reviews
- -assisting gifted students in the negotiation and follow through of specific learning activities
- -assisting students experiencing difficulties with time management/organizational skills
- -facilitating student attendance at conferences, workshops, and summer programmes
- -working with the administration to review gifted programme
- -arranging "buddy days" and activities in September to enable incoming grade 9 students to make a smooth transition to Westmount
- -providing emotional support and encouragement
- -assisting with communications with parents
- -facilitating the acquisition of information available outside the school
- -liaising with the guidance department concerning scholarship opportunities
- -assisting teachers in modifying programme to meet student needs

OPPORTUNITIES FOR GIFTED STUDENTS

In addition to the large number of extra-curricular school opportunities, there are numerous conferences, enrichment courses, contests and activities throughout the year in which students can participate. Some examples include the Model United Nations, Computing Insights, Shad Valley and the Student Literary Association. A complete list of opportunities is available from the GLRT in the Gifted Resource Room. (905-385-3671)





Westmount Secondary School
39 Montcalm Dr.
Hamilton ON
L9C 4B1

Gifted Learning
Resource Room- 385-3671
School Office-385-5395

Design and Layout by V. Boland, Greenleaves Photography

10(d)

Le Conseil scolaire de district du Centre-Sud-Ouest

FYI

20-04-1999

OFFICE OF THE

DIRECTOR

MEMO

TO:	Superintendents of Education
FROM:	Jean-Luc Bernard, Superintendent of Education
RE:	Minister's Advisory Council on Special Education
DATE:	April 13, 1999

Please find enclosed a copy of the minutes of October 29, 1999, and the MET follow-up on resolutions of the October 29, 1999 meeting.

If you have any questions or suggestions, please do not hesitate to get in touch with me at 416-614-5906.

Thank you for your attention to this matter.

att.

A-22

THE MINISTRY OF EDUCATION AND TRAINING

MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Minutes of October 29, 1998

8:30 a.m. - 4:30 p.m.

Algonquin Room, Macdonald Block, 900 Bay Street

1 of 21

PRESENT:

Members

Lynn Ziraldo (Chair)
Laurie Alphonse
June Feanny
Janice Prock
Greg Gillis
Susan Bassili
James Arthur
John Wilhelm
Beverly Ginou
Jean-Luc Bernard
Susan Garlock
Carol Clark
Louise Bailey
Philippa Wild
Raymond LeBlanc
John Hendry (Vice-chair)
Terry Geddes
Jeanne Robinson

Regrets:
Derryn Gill
Joanne Lee
Jim Roots
Patrick Worth

Ministry of Education and Training

David Johnson, Minister
Cheryl Carson (Minister's Office)
Bill Wyman (Secretary)
Tim Higgins
Joanne VanAlstyne
Tracy Odell
Leah Myers
Bruce Drewett
Louise Moreau
Aryeh Gitterman
Gerry Connelly
Denise Belchetz
Madge Logan
Nancy Naylor
Donalene Hawes
Heather Driver
Clay LaFleur

Guests:

Susan Seaby, Office of Integrated Services for Children
Varla Abram, ISA Expert Panel
Bob Dirkson, ISA Expert Panel
Paul Bartu, ISA Expert Panel

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ISSUE	DISCUSSION	ACTION
Chair's Report	Notes for Lynn's report are appended to these minutes. Approved Moved by: Jeanne Robinson Seconded by: James Arthur	
Minutes of June 18 meeting	Approved Moved by: James Arthur Seconded by: Susan Garlock	
1997/98 Annual Report to the Minister	Approved Moved by: Jeanne Robinson Seconded by: Carol Clarke	
Resolutions from June 18 meeting	Approved Moved by: Raymond LeBlanc Seconded by: Greg Gillis	

10/98) - 3

ISSUE	DISCUSSION	ACTION
<u>Ministry Updates</u> Ministry of Health: June Feanny	June noted: 1. there had been two recent funding announcements concerning the Healthy Babies initiative; 2. the ministry is decentralizing - which may affect regional delivery of services; 3. the appointment of a minister for Senior's Affairs. In discussion, June was asked to provide additional information to the Council as soon as possible concerning the proposed three level structure (case manager, access center, ministry). Moved by: Greg Gillis Seconded by: Susan Garlock Susan Garlock noted the lack of health support services including speech and language pathologists in northern Ontario. Receive June's report	Action: June Feanny

ISSUE	DISCUSSION	ACTION
Ministry of Community and Social Services: Philippa Wild	Phillipa role of MCSS in a number of programs including 4. pre-school speech and language 5. healthy babies 6. early intervention 7. childhood nutrition 8. pilot program for deaf and head of hearing children at E.C. Drury school. Phillipa was asked for additional information on the E.C. Drury pilot project and for her assistance in providing Council with copies of MCSS press releases. Moved by: John Wilhelm Seconded: Carol Clarke Receive Philippa's Report:	Action: Philippa Wild

ISSUE	DISCUSSION	ACTION
Office of Integrated Services for Children: Susan Seaby	The Office is currently focusing on pre-natal to age 8 children with initiatives such as pre-school speech and language and Healthy Babies. The Office is interested in the planned review of Policy Program Memorandum 81 and the interministerial agreement on speech and language services. ADM Jessica Hill has met with other ADMs to discuss coordination issues. There was a general commitment to work to resolve these issues. Susan outlined the major review of services for children and youth which is being planned by the Office, and a related review of children's treatment centres. She assured Council that it would be consulted during the course of the review, and promised an update on progress for the February meeting of Council. The issue of a perceived shortage of speech and language pathologists was again raised. June Feanny undertook to check with MOH regional staff and to report back to Council. Lynn Ziraldo noted that some previous Council resolutions may be of interest to the Office in the conduct of this review. James Arthur noted the importance of early intervention for children with behavioural problems. Moved by: Greg Gillis Seconded by: James Arthur Receive Susan's Report	Susan Seaby June Feanny

10/(8)-6

ISSUE	DISCUSSION	ACTION
Operations and Field Services: Denise Belchetz and Madge Logan	Operations and Field Services Branch: Denise Belchetz and Madge Logan Madge Logan and Stan Draffin have joined OFSB to support special education. There is also now at least one English and one French Education Officer in each district office with extensive experience in special education. There have been concerns raised about the delay or lack of response to calls and correspondence which sometimes occurs with District offices. It is hoped that the new staff will alleviate these problems. Accountability issues are being addressed by an OFSB project team looking at: (1) responses to school board special education plans and (2) logging and tracking of parent complaints received in district offices. In discussion Lynn recommended that the Ministry stress (1) the importance of SEAC involvement in the review of special education plans and (2) the need for school boards to provide their plan by May 15. Other suggestions included: random audits by district offices of school board IPRC and IEP processes, and professional development for principals on the new accountability processes. Moved by: Joanne Lee Seconded by: Raymond LeBlanc Receive OFSB report	

10(d)-2

ISSUE	DISCUSSION	ACTION
Minister of Education and Training: Hon. David Johnson	The Minister noted that progress is being made on the special education agenda: the IEP Resource and Sample Parent Guides have been published. Letters to school boards announcing the ISA grants are being mailed today. Staff have been added to deal with special education issues. The report of the Expert Panel on the Refinement of the ISA Criteria is due in late November. He has noted Council's resolutions and that responses have been communicated back to Council on each resolution. He has also seen Council's annual report and appreciates Council's support for the new funding model. The Ministry will issue a revised list of definitions of exceptionalities with some modest changes in titles of exceptionalities. Further changes in definitions must wait on decisions around ISA funding. In discussion Council drew a number of issues to the Minister's attention. - suggestion that MET provide school boards with some direction concerning the use of educational assistants; for example there is currently concern about school secretaries being redeployed as educational assistants; - concern about reduction in resources for special education in some school boards;	

ISSUE	DISCUSSION	ACTION
Minister of Education and Training: Hon. David Johnson (continued)	- concern that funds are not available in some school boards for non-teaching support staff such as behaviour specialists with the result that some teachers spend up to 30% of their time on behaviour issues; - a suggestion that school councils be mandated to have one member who has special education experience - concern that the services provided by colleges and universities to replace those formerly offered through the Vocational Rehabilitation Services are not working effectively; - concern that college and university special needs centres are over worked and under funded; - redistribution of funding to create new schools in areas of new housing development, is resulting in decreased funding for children in disadvantaged communities; there is a need to restructure but the government's time frame is forcing boards to act without giving proper thought to protecting their rural, special education and disadvantaged communities. The minister responded to the issues raised noting: - the need for government to leave the boards room for local decision making;	

ISSUE	DISCUSSION	ACTION
Minister of Education and Training: Hon. David Johnson (continued)	- the government's protection of special education funding and class size; - the ministry's plans to look into some of the concerns such as the delivery of support services to deaf and hard of hearing students by special needs offices in colleges and universities. Lynn thanked the Minister for his support of the Council and for his attention to the issues raised by Council.	
Special Education Funding: Nancy Naylor	Nancy confirmed that the ISA grant information was being mailed to school board. The work of the expert panel on ISA funding criteria is progressing well. The Ministry is requiring boards to complete a form with information on their expenditures on special education for monitoring and accountability purposes. Issues around transportation for special needs students will be addressed in the 1999/2000 grant regulation. In discussion, it was suggested that a communication strategy and improved communication materials (especially for parents) were needed. Some parents are convinced that the ISA dollars must be spent only on their child. Nancy noted that the branch was working on some parent oriented material.	

ISSUE	DISCUSSION	ACTION
Special Education Funding: Nancy Naylor (con't.)	Nancy introduced Donalene Hawes, Varla Abram, Bob Dirkson, Paul Bartu and Heather Driver from the Expert Panel on the Refinement of the ISA Criteria. In discussion with members of the expert panel the following points were raised. - current rules emphasizing timetabling, 1 on 1 contact with educational assistants and the importance of formal assessments are too restrictive; - some children's needs change rapidly - there may be a need for support for just part of a year; - consider integrating ISA reporting with the October statistical reports; - need to encourage additional use of supports for students at the secondary school level; - further emphasis on the need for more effective communication around ISA funding to parents and to service providers funded through other ministries.	
Ad Hoc Committee on Teaching Assistants	The following members volunteered and were appointed to an ad hoc committee on the role of teaching assistants: Jeanne Robinson (chair), Terry Geddes, Janice Prock, James Arthur, Jean Luc Bernard, and Lynn Ziraldo.	Jeanne Robinson

ISSUE	DISCUSSION	ACTION
Governance Committee Report	The submission of the Governance Committee on the Future Role of School Councils was formally endorsed by Council. Moved by: Terry Geddes Seconded by: John Wilhelm	
	The submission of the Governance Committee on the Ontarians With Disabilities Act was formally endorsed by the Council. Moved by: Terry Geddes Seconded by: John Wilhelm	
Council Resolutions	Lynn Ziraldo asked chairs of Council's standing committees to review Council's resolutions and the Ministry's responses over the past two years and to provide to her by December 1 their recommendations for any further action required by Council.	Chairs of standing committees

ISSUE	DISCUSSION	ACTION
Curriculum and Assessment Branch: Gerry Connelly, Clay LaFleur	Gerry Connelly outlined the secondary school curriculum initiatives and responded to questions. - She confirmed that there would be performance standards in the secondary school curriculum. - Asked if American Sign Language could count as a foreign language, Gerry responded that current policy did not permit this. - She stated that the branch is considering developing a program beginning at the grade 7 level for students who function at a level equivalent to the current secondary school basic level. - There will also be a remediation program available from grade 7 on. The Curriculum and Assessment Branch and the Policy Development Unit of the Policy Branch will be working on this. - There is a need for more explicit policy about the waving of the Core French requirement for exceptional pupils (particularly students with learning disabilities at the elementary school level). Other suggestions offered by Council members included: - offering a learning skills course in Grade 8; - the need to better coordinate French language textbook development with curriculum changes.	Gerry Connelly

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ISSUE	DISCUSSION	ACTION
Curriculum and Assessment Branch: Gerry Connelly, Clay LaFleur (con't.)	Clay LaFleur outlined plans for the provincial secondary school report card. - it will commence with grade 9 in 1999; - there will be a paper template; there are no current plans for an electronic version; - there will be four levels of achievement - assessment will be more criterion-based; significant professional development opportunities will be provided to assist teachers make this change; - the report card will note learning skills and the students' strengths and needs; In discussion it was requested that: - Council have input in the development of the report card guide; - the new community involvement and grade 10 literacy requirements should be reported on the report card to ensure that students and parents are not surprised in grade 12 that the student has not met these requirements; A subcommittee on the provincial secondary school report card was established with the following members: Jean Luc Bernard (chair), Terry Geddes, Susan Garlock, ~~Carol Clarke~~, Lynn Ziraldo.	

10/20/98

ISSUE	DISCUSSION	ACTION
Secondary School Reform: Aryeh Gitterman	Aryeh Gitterman outlined the status of the secondary school reform initiative. In discussion about the Grade 10 literacy test Aryeh suggested that accommodations documented in the students Individual Education Plan (IEP) should also be available for writing the test. This will place still more pressure on schools to have well documented IEPs for exceptional students. Aryeh also noted that a contract was being let for assistance in the areas of transition to work, co-operative programs (including transportation for co-op students), and youth apprenticeship programs. There was some discussion around the role of the teacher advisor. Aryeh noted that the role of the teacher advisor would be a limited one -- that the teacher advisor role is not intended to replace guidance and counseling. Boards have been given some modest financial support to plan the implementation of teacher advisors and are being asked to report on their progress in November.	

ISSUE	DISCUSSION	ACTION
Policy Branch: Leah Myers	Leah introduced Tracy Odell, who has accepted responsibility as manager of the Policy Development Unit in the Policy Branch. The Policy Development Unit will include responsibility for special education policy. Tracy described the changes to the ministry definitions of exceptionalities which the Minister had mentioned earlier in the meeting. These changes will be communicated to school boards as soon as possible. A Transition Planning Resource Guide is being developed for all exceptionalities. Council will be consulted through the Transtions Sub-committee. In discussion it was suggested that boards needed guidance on resources available to assist them to implement transition planning. James Arthur observed that there is a disturbing trend of schools suspending students for the maximum of 20 days in the hope that they will drop out. There is a similar trend for section 27 facilities to demit the most challenged children forcing schools to readmit them. He noted the need for solutions to be developed and asked if MET could assist in bringing together behaviour specialists from Ontario school boards. The Interministerial Sub-committee will be Council's point of contact for the PPM 81 review.	
Future meetings	The issues raised by Patrick Worth (agenda item No C-39) were deferred to the February meeting due to his absence from this meeting.	

The next meeting of Council will be February 18, 1999.

Adjournment 3:50 p.m.

10(d)-18

NOTES FROM
COUNCIL'S CHAIR'S REPORT
THURSDAY OCTOBER 29, 1998

Communications

-correspondence received 80 + 50 Funding Model
-average of 30 calls a month received from community - all partners
-some of the areas addressed:

- Reg. 464 (SEAC)
- Reg. 306 and Annual Plan guidelines
- Secondary School Policies
- Funding Model
- Cutbacks to EAs and other staff
- Elementary Curriculum
- I.E.P.
- Report Cards
- Modifications and Accommodations
- Handbook on Special Education
- Teacher strikes
- Accountability/Compliance
- Exemptions French
- Secondary Curriculum
- Literacy Testing
- Full disclosure

Written Correspondence Sent

- Ontario Disabilities Act
- School Councils
- Minister Dave Johnson
- Annual report

.../2

10(d)-19

- **Presentations**

  - presented information on role of Council and Legislative Updates and SEAC:

    1) Easter Seal Society Provincial Conference
    2) Hasting & Limestone Board SEACS
    3) Toronto SEAC
    4) Waterloo Board & SEACS
    5) Council for Exceptional Children, Ontario

- **Communicate Weekly, Sometimes Daily, with Staff from Ministry of Education and Training Policy Branch**

- **Meetings/Conference calls on behalf of Council (20)**

  - Secondary Reform/ Policy
  - Ontario Curriculum - Secondary and Elementary
  - Funding Model
  - Special Education Handbook
  - Ontario Parent Council
  - Community Involvement Committee - Secondary
  - Report Card and Guidelines
  - Ontario Student Transcript
  - Individual Education Plan
  - Accountability
  - Safe Schools
  - Parent Guide
  - EQAO

- **Meeting**
- - Lynn MacDonald (ADM) and Leah Myers (Directors)

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January 29, 1999

MET FOLLOW-UP ON RESOLUTIONS OF THE OCTOBER 29, 1998 MEETING OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Number	Rationale	Resolution	Responsibility	Comment
98.3.1	Whereas the Project Team in Operations and Field Services Branch (OFSB) has only English Language Staff as managers.	Be it resolved that there be a designated French Language Manager or an Education Officer in OFSB to ensure that there is adequate communications between French Language Education Officers, Regional District Offices and managers.	Operations and Field Services Branch	Operations and Field Services Branch (OFSB) has recruited a French Language Education Officer (.5) to work in the Mowat Block in the area of Elementary and Secondary Education. In addition, OFSB is has negotiated a contract for a French Language Education Officer to work half time in the Mowat block and half time in the Toronto District Office.
98.3.2	Whereas many boards experience new students after the reporting dates for ISA Grants (i.e., immigration implementation of J.K., transfers from Section 27) and this influx of new students places stress on school board resources to provide programs and services.	Be it resolved that the ISA application process be aligned with the attendance reporting structure (for Grants) required by the Ministry.	Education Finance Branch	This is under consideration for the 1999/00 grant regulation and school year.
98.3.3	Whereas transportation dollars are provided to boards in an all-inclusive format.	Be it resolved that within the transportation grant that Special Education be protected for the exclusive purpose of transporting Special Needs Students.	Education Finance Branch	This is under consideration for the 1999/00 grant regulation and school year.

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MET FOLLOW-UP ON RESOLUTIONS OF THE OCTOBER 29, 1998 MEETING OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Number	Rationale	Resolution	Responsibility	Comment
98.3.3	Whereas transportation dollars are provided to boards in an all-inclusive format.	Be it resolved that within the transportation grant that Special Education be protected for the exclusive purpose of transporting Special Needs Students.	Education Finance Branch	This is under consideration for the 1999/00 grant regulation and school year.
98.3.4	Whereas the Minister's Advisory Council on Special Education has identified the intensive need for in-depth professional development in new initiatives in special education.	Be it resolved that the Ministry of Education and Training clearly define a professional development strategy for all stakeholders in special education, in particular, school principals and classroom teachers. This strategy should be clearly articulated in terms of expectations, strategies and timelines.	Policy Branch	Council's resolution with respect to special education content in professional development initiatives will be considered in any Ministry sponsored professional development initiatives.
98.3.5	Whereas clarity and consistency in terms of communication to boards and parents are key to implementation.	Be it resolved that Ministry of Education and Training ensure that all boards are cognizant of the "layering component" of the special education funding in particular in terms of the foundation grant.	Education Finance Branch	This will be reinforced in the Special Education ISA Manual being prepared for the 1999/00 school year.

MET FOLLOW-UP ON RESOLUTIONS OF THE OCTOBER 29, 1998 MEETING OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Number	Rationale	Resolution	Responsibility	Comment
98.3.6	Whereas clarity and consistency are key to successful implementation.	Be it resolved that Ministry of Education and Training develop a strategic communication policy in terms of funding, in particular, with the special education funding process and that this policy include communication to SEAC and parents and provincial associations.	Education Finance Branch	This will be taken into consideration for the release of the 1999/00 grant regulation and special education funding process.
98.3.7	Whereas given the new formation of Community Care Access Centres (CCACs), new legislation - Regulated Health Professionals Act (1991), updated and new ministry documents Policy/Program Memorandum (PPM) 81, and the Interministerial Guidelines for the Provision of Speech and Language Services require updating.	Be it resolved that Ministry of Education and Training, Ministry of Community and Social Services, and Ministry of Health develop a plan to review Policy/Program Memorandum (PPM) 81 and the Interministerial Guidelines for the Provision of Speech and Language Services and consider the attached recommendations and the review of services for children with complex needs and programs developed by the Office of the Integrated Services for Children (e.g., those related to behavioural, social-emotional, autism/PDD, Downs Syndrome...)	Policy Branch	The Minister has committed the ministry to leading this review. The Ministry of Education and Training is developing a proposal for the conduct of this review. This proposal will be shared with the Ministry of Community and Social Services, The Ministry of Health and the Office of Integrated Services for Children for comment, which will be partners in the review.

10(a)-22

MET FOLLOW-UP ON RESOLUTIONS OF THE OCTOBER 29, 1998 MEETING OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Number	Rationale	Resolution	Responsibility	Comment
98.3.8	Whereas the need for consistent practice within the province is apparent..	Be it resolved that Ministry of Education and Training develop a policy with regards to exemption issues in CORE FRENCH and other subject areas at the elementary level.	Curriculum and Assessment Branch in consultation with Policy Branch	The Ministry of Education and Training is currently reviewing all policies related to the delivery of the elementary program. In the meantime, it is possible to exempt special education students from Core French. . The basis for those exemptions continues to be the best interest of the child as determined through parent/principal consultation.

MET FOLLOW-UP ON RESOLUTIONS OF THE OCTOBER 29, 1998 MEETING OF THE MINISTER'S ADVISORY COUNCIL ON SPECIAL EDUCATION

Number	Rationale	Resolution	Responsibility	Comment
98.3.9	Whereas the issue of safety and provision of adequate programming for all students are paramount.	Be it resolved that Council be kept apprised of the development of the Safe School Policy in particular as it relates to students with behaviour disorders and other exceptionalities.	Operations and Field Services Branch	The Ministry of Education and Training has established a safe arrivals program for all students for District School Boards and School Authorities. Details on this initiative have been distributed across the Province. Also, the ministry is revisiting its 1994 Violence-Free Schools Policy, with a view to enhancing strategies designed to address violence, drugs and alcohol in schools. A public consultation is now underway and the Council is encouraged to submit a response. A monograph (Monograph 5) has been developed in draft form, that outlines how the current provincial Violence-Free School Policy applies to students with special needs. This monograph is awaiting final revisions, based on the reassessment and re-evaluation of the Violence-Free School Policy.

10(a)-24

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10(d)-25

Post-it™ Fax Note 7671E | Date Nov 9 | # of pages 1
To Sari | From Susan Bassili
Co./Dept. Peel D.S.B | Co.

POLICY PROGRAM MEMO #81
AND
INTERMINISTERIAL GUIDELINES

Issues

- update references, i.e. Home Care to CCAC to agencies
- update terms, i.e. remediation, correction and habilitation to programs for language, communication, literacy
- references should be made to government policies on integration, curriculum documents
- reference new legislation, RHPA
- review criteria for categorizing communication disorders based on education and health needs
- review division of communication disorders between the Ministries
- need to develop a service delivery system to meet the needs of all students

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1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

URBAN
MUNICIPAL

SPECIAL MEETING

URBAN MUNICIPAL

MAY 12 1999

GOVERNMENT DOCUMENTS

1999 05 07

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(B. Shepard (Chair), Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, C. Shackell, V. Kerr Jaskiewicz, B. Nabuurs, R. Peters, B. Pupols, B. Shields, D. Stupple, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A Special Meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, May 12, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An agenda is attached.

Your attendance is requested.

Yours truly,

M. Matier
Director of Education and Secretary

Notice sent to all Trustees and Representatives

Att.

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard - **SEAC Chair**
V. Wylson-Sher - **SEAC Vice-Chair**

Elected Officials of the Board

Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell, Catherine
B: 523-6760 H: 628-0623

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Nalda
B: 385-5391 or 521-2100 Ext. 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B: 523-8600 Ext 2150
MacKinnon, Barbara [Alternate]
B: 523-8600 Ext 3609
H: 627-7775

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H: 387-4182
Jackson, Kathi [Alternate]
H: 304-7878

Ontario Psychological Association
[Vacant]

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
Superintendent of Instructional Services

Harper, Nancy
Special Education
Co-ordinator

Hamilton-Wentworth Elementary Teachers' Local
Crechiola, Sharon
c/o Queensdale School

PC-21 Principals' Council

Dowling, Wilma
c/o Education Centre

Hamilton-Wentworth Principals' Association
Moncur, Gary
c/o Memorial School (County)

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax – 521-2544

4/21/99

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
May 12, 1999

Location: Board Room, Education Centre — **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda

3. **Special Education Report**
   (a) Revised Identification Criteria
   (b) Special Class Admission and Demission Criteria

4. **SEAC Letter to the Ministry of Education and Training re the Committee's Concerns with the Policies and/or Practices in Special Education** — B. Shepard

5. **Minority Report re Gifted Program** — B. Shepard/A. Kappheim

6. **Adjournment**

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

3(a)

Revised

Identification Criteria

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MAY 1999

3(12) - 7

Ministry of Education and Training

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

MEMORANDUM TO: Directors of Education and School Board Authorities

FROM: Lynn M. MacDonald
Maurice Proulx

DATE: January 15, 1999

SUBJECT: **Updates to Categories of Exceptionalities and Definitions**

As you are aware, subsection 8 (3) of the *Education Act* requires the Minister of Education and Training to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. An Identification, Placement and Review Committee (IPRC) of a school board uses the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed for the pupil. Regulation 181/98, which governs the Identification, Placement and Review Committee process, contains a requirement for an IPRC to include the category and definition of any exceptionalities in its statement of decision when a pupil is identified as exceptional.

I am pleased to advise you that updates to the categories of exceptionalities and definitions have been approved. This action is an interim response to the Ministry of Education and Training's 1995 consultation on proposed revisions to the categories of exceptionalities and definitions and represents an important step by removing terminology that is now considered outdated in defining some exceptionalities. The ministry will be looking at further revisions to the definitions within the context of the current review of Intensive Support Amount (ISA) funding criteria.

Attached for your use is a list of the updated categories of exceptionalities and definitions. Please share this information with superintendents responsible for special education, principals, and you board's Special Education Advisory Committee.

As always, ministry staff in the District Offices will be pleased to answer any questions you may have.

Thank you for your ongoing commitment and support for Special Education in Ontario.

Lynn M. MacDonald
Assistant Deputy Minister
Elementary/Secondary Policy Division

Maurice Proulx
French Language Education and
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Attachment

cc: District Office Managers
Supervisory Officers Associations
Ontario Teachers' Federation
Principals' Associations
Special Education Groups

UPDATE TO THE CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS

BEHAVIOUR

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;

b) excessive fears or anxieties;

c) a tendency to compulsive reaction; or

d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

COMMUNICATION

Autism

A severe learning disorder that is characterized by:

a) disturbances in:
   - rate of educational development;
   - ability to relate to the environment;
   - mobility;
   - perception, speech, and language.

b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of the following:
- language delay;
- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is not primarily the result of:
- impairment of vision;
- impairment of hearing;
- physical disability;
- developmental disability;
- primary emotional disturbance;
- cultural difference; and

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expressive language (talking, spelling, writing);
- mathematical computations.

c) may be associated with one or more conditions diagnosed as:
- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

INTELLECTUAL

Giftedness

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;

b) an inability to profit educationally within a regular class because of slow intellectual development;

c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

c) a limited potential for academic learning, independent social adjustment, and economic self-support.

18.3(a)-5

PHYSICAL

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

BEHAVIOUR

MINISTRY DEFINITION	BOARD CRITERIA
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; or d) the inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.	1. Recent written psychological consultation or assessment which documents an ability to learn and significant behaviour problems. 2. Evidence of the following which adversely affect educational performance and learning of student or others: ➢ difficulty with learning that is primarily due to severe and persistent behaviour problems. These behaviours may be significant acting out or withdrawn behaviours. and ➢ behaviours are evident in more than one setting.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

BEHAVIOURAL EXCEPTIONALITIES - BEHAVIOURAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by specific behaviour problems over such period of time, and to such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of: a) the inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) the inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof. An ability to learn but where behavioural or emotional responses lead to significant disruption in self-care, social relationships, classroom, school, or related functioning.	1. Recent psychological consultation or assessment which documents an ability to learn. 2. Evidence of the following which adversely affect educational performance and learning of student or others: ➢ difficulty with learning that is primarily due to severe and persistent behaviour problems. These behaviours may be significant acting out or withdrawn behaviours. and ➢ behaviours are evident in more than one setting.	

COMMUNICATION – AUTISM

MINISTRY DEFINITION	BOARD CRITERIA
A severe learning disorder that is characterized by: (a) disturbances in: ➢ rate of educational development; ➢ ability to relate to the environment; ➢ mobility; ➢ perception, speech and language. (b) lack of the representational-symbolic behaviour that precedes language.	1. A qualified practitioner's written medical diagnosis of : ➢ Autism/Autistic Disorder/PDD ➢ Other forms of Pervasive Developmental Disorder (PDD): ▪ Rhett's Disorder ▪ Childhood Disintegrative Disorder ▪ Asperger's Disorder ▪ Pervasive Developmental Disorder Not Otherwise Specified 2. Evidence of the following which adversely affect educational performance: ➢ social interaction impairment and/or ➢ communication impairments as documented by written Speech Language consultation or assessment and/or ➢ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects and/or ➢ ritualistic and compulsive behaviour

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – PERVASIVE DEVELOPMENTAL DISORDER/AUTISM

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder that is characterized by: (a) disturbances in: i. rate of educational development; ii ability to relate to the environment; iii motility; iv perception, speech and language; and (b) lack of the representational-symbolic behaviour that precedes language.	1. Written medical diagnosis by a qualified practitioner. 2. Evidence of the following which adversely affect educational performance: ➢ social interaction impairment and/or ➢ communication impairments as documented by written Speech Language consultation or assessment and/or ➢ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects and/or ➢ ritualistic and compulsive behaviour	

COMMUNICATION – DEAF AND HARD OF HEARING

MINISTRY DEFINITION	BOARD CRITERIA
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.	Evidence of the following which adversely affect educational performance, social and/or other activities: ➢ a significant chronic conductive or permanent hearing loss as documented by an audiological assessment and ➢ a delay or disorder in one or more communication skills, such as receptive/expressive language or articulation as documented by a Speech Language assessment or written consultation by a Speech and Language Pathologist.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – DEAF AND HEARING IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf).	Evidence of the following which adversely affect educational performance, social and/or other activities: ➢ a significant chronic conductive or permanent hearing loss as documented by an audiologist and ➢ a delay or disorder in one or more communication skills, such as receptive/expressive language and articulation as documented by a Speech Language assessment or written consultation.	

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COMMUNICATION – LANGUAGE IMPAIRMENT

MINISTRY DEFINITION	BOARD CRITERIA
A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of the following: ➢ language delay; ➢ dysfluency; ➢ voice and articulation development, which may or may not be organically or functionally based.	Evidence of the following which adversely affect educational performance as documented by a Speech Language assessment: ➢ a moderate to severe impairment in expressive language functioning which may be accompanied by a speech disorder and/or receptive delay and which is not due to intellectual deficits and/or cultural difference. A psychological assessment which indicates that the best estimate of non-verbal cognitive functioning is in the average range (less than or equal to 1 standard deviation below the mean).

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - LANGUAGE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of: i. language delay; ii dysfluency; and iii voice and articulation development, which may not be organically or functionally based.	Evidence of the following which adversely affect educational performance as documented by a Speech Language assessment: ➢ a moderate to severe impairment in expressive and/or receptive language functioning which may be accompanied by a speech disorder and which is not due to intellectual deficits and/or cultural difference.	

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COMMUNICATION – LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: (a) is not primarily the result of: ➢ impairment of vision; ➢ impairment of hearing; ➢ physical disability; ➢ developmental disability; ➢ primary emotional disturbance; ➢ cultural difference; and (b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following: ➢ receptive language (listening, reading); ➢ language processing (thinking, conceptualizing, integrating); ➢ expressive language (talking, spelling, writing); ➢ mathematical computations. (c) may be associated with one or more conditions diagnosed as: ➢ a perceptual handicap; ➢ a brain injuiry; ➢ minimal brain dysfunction; ➢ dyslexia; ➢ developmental aphasia.	Evidence of the following which adversely affect educational performance: 1. significant discrepancy between assessed intellectual ability and academic achievement, as documented by a psychological assessment. 2. significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships) as documented by assessment and/or ➢ significantly weak mathematical computation and application skills and **may** be associated with ➢ perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard) and/or ➢ difficulty in concept information (i.e. understanding the relationship between ideas).

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – SPECIFIC LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: (a) is not primarily the result: i impairment of vision; ii impairment of hearing; iii physical handicap; iv mental retardation; v primary emotional disturbance or vi cultural difference; and (b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of: i. receptive language (i.e. listening, reading); ii language processing (i.e. thinking, conceptualizing, integrating); iii expressive language (i.e. talking, spelling, writing); iv mathematical computations; and (c) may be associated with one or more conditions as diagnosed as: i. a perceptual behaviour; ii a brain injury; iii minimal brain dysfunction; iv dyslexia; or v developmental aphasia	Evidence of the following which adversely affect educational performance: 1. significant discrepancy between assessed intellectual ability and academic achievement, as documented by a psychological assessment. 2. significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships) as documented by assessment and/or ➢ significantly weak mathematical computation and application skills and **may** be associated with ➢ perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard) and/or ➢ difficulty in concept information (i.e. understanding the relationship between ideas).	

3(a)-15

COMMUNICATION – SPEECH IMPAIRMENT

MINISTRY DEFINITION	BOARD CRITERIA
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	Evidence of the following which adversely affect communication and learning: ➢ impairment in articulation, voice, and/or fluency which may significantly reduce social and/or emotional development as documented by Speech Language assessment and/or ➢ phonological disorders resulting in severely unintelligible speech as documented by Speech Language assessment.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - SPEECH

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	Evidence of the following which adversely affect communication and learning: ➢ impairment in articulation, voice, and/or fluency which may significantly reduce social and/or emotional development as documented by Speech Language assessment and/or ➢ articulatory disorders resulting in severely unintelligible speech as documented by Speech Language assessment.	

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INTELLECTUAL – DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
A severe learning disorder characterized by: (a) inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and (c) a limited potential for academic learning, independent social adjustment, and economic self-support.	Evidence of the following which adversely affects educational performance: ➢ A moderate to profound delay in: ▪ all areas of cognitive functioning as documented by a psychological assessment (augmented by a language assessment where appropriate) and ▪ academic functioning as documented by standardized academic assessment and ▪ delay in daily living skills functioning (as documented by a psychological assessment). and may be associated with ➢ delay in social and/or emotional functioning

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder characterized by: (a) inability to profit from a special education program for the educable retarded because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and (c) limited potential for academic learning, independent social adjustment, and economic self-support	Evidence of the following which adversely affects educational performance: ➢ A moderate to severe delay in: ▪ all areas of cognitive functioning as documented by a psychological assessment (augmented by a language assessment where appropriate) and ▪ academic functioning as documented by standardized academic assessment and may be associated with ➢ delay in social and/or emotional functioning and/or ➢ delay in daily living skills functioning (as documented by a psychological assessment).	

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INTELLECTUAL – GIFTEDNESS

MINISTRY DEFINITION	BOARD CRITERIA
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	WISC-III Full Scale I.Q. 140 (99.6th percentile) and above **OR** WISC-III Full Scale I.Q. 130 and above (98th percentile) or WISC-III Verbal I.Q. 135 (99th percentile) and above and Performance I.Q. 100 and above or WISC-III Performance I.Q. 135 (99th percentile) and above and Verbal I.Q. 100 and above or Raven's 98 percentile and WISC-III Full Scale I.Q. 125 (95th percentile) and one of the following: Rating of language skills above grade level and math skills at or above grade level as documented by standardized academic assessment or Rating of math skills above grade level and language skills at or above grade level as documented by a standardized academic assessment.

Criteria were reviewed by members of S.E.A.C. for impact on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES - GIFTED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	WISC-III Full Scale I.Q. 140 (99.6^{th} percentile) **OR** WISC-III Full Scale I.Q. 130 and above (98^{th} percentile) or WISC-III Verbal I.Q. 135 (99^{th} percentile) and above and Performance I.Q. 100 or WISC-III Performance I.Q. 135 (99^{th} percentile) and above and Verbal I.Q. 100 and one of the following: Rating of language skills above grade level and math skills at or above grade level as documented by standardized academic assessment or Rating of math skills above grade level and language skills at or above grade level as documented by a standardized academic assessment.	

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INTELLECTUAL – MILD INTELLECTUAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
A learning disorder characterized by: (a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; (b) inability to profit educationally within a regular class because of slow intellectual development; (c) potential for academic learning, independent social adjustment, and economic self-support.	1. Evidence of the following which adversely affect educational performance: ➢ significant delay in: ▪ all areas of cognitive functioning as documented by psychological assessment and ▪ academic functioning as documented by standardized academic assessment. 2. There may be evidence of delay in: ➢ physical, social and/or emotional development ➢ daily living skills development 3. Evidence that there is not a moderate to profound delay in intellectual development.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – MILD INTELLECTUAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by: (a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; or (b) inability to profit educationally within a regular class because of slow intellectual development; and (c) potential for academic learning, independent social adjustment, and economic self-support	1. Evidence of the following which adversely affect educational performance: ➢ significant delay in: ▪ all areas of cognitive functioning as documented by psychological assessment and ▪ academic functioning as documented by standardized academic assessment. 2. There may be evidence of delay in: ➢ physical, social and/or emotional development ➢ daily living skills development 3. Evidence that there is not a moderate to severe delay in intellectual development.	

3(a)-23

MULTIPLE – MULTIPLE EXCEPTIONALITIES

MINISTRY DEFINITION	BOARD CRITERIA
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or disabilities.	Students must meet criteria in at least 2 exceptionalities. It is not possible to determine a primary exceptionality which accounts for the student's difficulties in educational achievement. The combination of disorders, impairments or disabilities are of such severity and complexity that, for educational achievement, the student requires a multi-faceted approach to learning.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

MULTIPLE EXCEPTIONALITIES - MULTIPLE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or handicaps.	Student must meet criteria in at least 2 exceptionalities. The combination of significant needs are of such severity that they require a multi-faceted approach to meet the student's unique needs.	

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PHYSICAL – BLIND AND LOW VISION

MINISTRY DEFINITION	BOARD CRITERIA
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	Evidence of the following which adversely affects educational performance: ➢ Partial or total impairment of vision as documented by a written medical diagnosis from an eye specialist.

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – BLIND AND VISUALLY IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e. limited vision, blind).	Evidence of the following which adversely affects educational performance: ➢ Partial or total impairment of vision as documented by a written medical diagnosis from an eye specialist.	

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Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – PHYSICAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
ORTHOPAEDIC AND/OR PHYSICAL HANDICAP A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	Evidence of the following which adversely affects educational performance: ➢ ongoing physical and/or orthopedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.	

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PHYSICAL – PHYSICAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	Evidence of the following which adversely affects educational performance: ➢ ongoing physical and/or orthopedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.

3(6)

DRAFT

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL CLASS ADMISSION & DEMISSION CRITERIA

1999 MAY

3(b)-1

DRAFT

ADMISSION/DEMISSION CRITERIA

COMMITTEE MEMBERS

Dr. Marie Bountrogianni
Chief Psychologist
Psychological Services
Co-Chair

Dr. Kathy Short
Psychologist
Psychological Services
Co-Chair

John Bradley, Teacher, Ryerson Middle School
Gene Bucci, Teacher, Highview School
Edie Edwards, Teacher, Grange School
Nancy Harper, Co-ordinator, Special Education Services
Jane Hashimoto-Banks, Teacher, Queen Victoria School
Nancy Herrell, Speech and Language Pathologist
Patricia Hutchinson, Principal, Woodward School
Margaret Plant, Teacher, Strathcona School
Cheryl Poot, Consultant, Special Education Services
Eva Rungi, Teacher, Eastmount Park School
K. Schackle, Parent, S.E.A.C. Member
Lisa Smith, Teacher, Green Acres School
Sandra Weresch, Teacher, Fernwood Park School

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DRAFT

ADMISSION/DEMISSION CRITERIA

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ADMISSION/DEMISSION CRITERIA

GUIDELINES

Preamble

The Admission and Demission criteria are guidelines for the Identification, Placement and Review Committee (I.P.R.C.) when it is considering a Special Education placement for an exceptional student.

Under Regulation 181, an I.P.R.C. shall, before considering the option of placement in a Special Education class, consider whether placement in a regular class, with appropriate Special Education services, would meet the pupil's needs and is consistent with parental preferences.

Identification and placement must be reviewed at least once within the school year at a Review I.P.R.C., unless parent(s) dispense with the Review I.P.R.C.

Evidence of successful integration in a regular program needs to be documented when considering demission for a student from special class to regular class.

The Hamilton-Wentworth District School Board is committed to involving parents throughout the whole process of identification and placement.

General Guidelines

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

1. Parents/guardians MUST be involved in the whole process of their child's identification and placement. Parental involvement would begin with school-based meetings, leading up to consideration of identification and placement.

2. Consideration of identification and special class placement will usually occur only after modified or replacement programs have been implemented, documented and evaluated but have not proven sufficient to meet the student's needs. These programs should be documented in an Individual Education Plan (I.E.P.) and given reasonable time to demonstrate the rate of success.

3. The needs of the whole child must be taken into consideration. This may include cognitive, cultural, emotional, medical, social and socio-economic issues. Behaviour issues will not exclude a student from any type of special class unless behaviours, such as ongoing violence, chronic non-compliance and persistent opposition to authority, are consistent impediments to learning. In these cases, students will be considered for a behaviour class.

4. The I.P.R.C. must ensure that the parent/guardian gives informed consent for placement in a special class, understands the nature of the special class, risks and benefits of not being placed, expected possible duration of placement, the review process, expected outcomes and the ability to withdraw without penalty.

5. Parent/guardians have the right to accept or reject the I.P.R.C. recommendations for identification and placement. When the I.P.R.C. determines that more than one placement option appears to be equally suitable for the student, parents shall make the final decision.

6. Once a student is placed by an I.P.R.C., an educational program is designed for him/her on the basis of individual needs. Programs are outlined in a student's I.E.P. at levels commensurate with the student's needs and should adhere wherever possible to the Ontario Curriculum.

7. It is an expectation that attendance, as well as parent and student commitment to the program, is a prerequisite to continuing in the special class.

8. When a student is identified with a dual exceptionality, the more significant exceptionality will take precedence in placement decisions by the I.P.R.C.

9. Any student arriving in the H.W.D.S.B. from special class placement in another Board will be reviewed by the home school's multidisciplinary team to determine if identification and special class placement are necessary.

10. Regular class programming can generally provide for a range of academic functioning two years above or below grade level.

3(6)-5

DRAFT

BEHAVIOUR CLASS

ADMISSION: A candidate for admission to a Behaviour class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Behavioural
- has persistent difficulties despite extensive behavioural support as documented in an I.E.P., indicating the frequency, duration and nature of strategies/resources used
- has a need for a structured setting with an emphasis on behaviour management strategies

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- the behavioural functioning is no longer the most significant determining influence on the child's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different special class setting
- has the ability to succeed in a regular class with resource and/or learning centre support

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

3(6)-6

DRAFT

MILD INTELLECTUAL DISABILITY CLASS

ADMISSION: A candidate for admission to a Mild Intellectual Disability class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Mild Intellectual Disability
- has received replacement programming for 50% or more of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with a life skills approach to learning with "hands-on" meaningful activities

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

3(6)-7

DRAFT

LEARNING DISABILITY CLASS

ADMISSION: A candidate for admission to Learning Disability class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disability
- has received replacement programming for 50% or more of the school day in English and/or Mathematics as documented in an I.E.P. indicating achievement more than two years below current grade level
- has learning needs that cannot be successfully met through in-school intervention, resource and/or learning centre support
- the best estimate of cognitive functioning is in the average (within one standard deviation of the mean) or above average range as measured by a standardized psychological assessment
- has a need for a structured setting with emphasis on intensive instruction in compensatory strategies and fundamental skill development in academics

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

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PRIMARY SPEECH AND LANGUAGE CLASS

ADMISSION: A candidate for admission to a Primary Speech & Language class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impairment
- usually be Grade 1 age appropriate
- has a severe to profound expressive language delay
- has a need for a structured setting with emphasis on intensive expressive language development as documented in a Speech and Language assessment within the last twelve (12) months and a Speech and Language consultation within the last three (3) months
- has no evidence of sensory neural deafness

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be more successfully met within a different special class placement according to evaluation and assessment findings gathered by both the teacher and Speech and Language Pathologist
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications
- no longer has a severe to profound expressive language delay
- usual placement time should be two years

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COMMUNICATION CLASS

ADMISSION: A candidate for admission to a Communication class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impaired, OR Communication - Learning Disability with a severe language deficiency
- has received replacement programming for 50 % or more of the school day in English and/or Mathematics as documented in an I.E.P.
- has assessed reading and writing achievement levels more than two years below expected grade level
- has a need for a structured setting with emphasis on intensive oral and written language development

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the school day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

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3(6)-10

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GIFTED CLASS

ADMISSION: A candidate for admission to a Gifted class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Intellectual - Giftedness
- has documented, significant intellectual, academic and/or social needs which can be more successfully met in a special class rather than in a regular class with available support

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has academic and/or social needs that could be met more successfully within a different classroom setting

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DEVELOPMENTAL DISABILITY
(Special Class)

ADMISSION: A candidate for admission to a Developmental Disability Special Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class, or in a regular class with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- requires a different type of special class, or a special day school setting as documented through observation and assessment
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

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DEVELOPMENTAL DISABILITY (Day School)

ADMISSION: A candidate for admission to a Developmental Disability - Day School should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

IN ADDITION, THE CANDIDATE MAY DEMONSTRATE ONE OR BOTH OF THE FOLLOWING:

- has intellectual, academic, social and/or emotional needs that could be most successfully met in a Special Day School setting
- has a need for extensive medical intervention

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

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3(b)-13

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PHYSICAL CLASS

ADMISSION: A candidate for admission to a Physical class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Physical disability
- has an inability to profit educationally within a regular class even with up to 50% of the day with support available or a different type of special class
- requires significant amount of adult assistance for medical intervention or personal care throughout the day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

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DEAF AND HEARING IMPAIRED

ADMISSION: A candidate for admission to a Deaf and Hearing Impaired class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communications - Deaf/Hearing Impaired
- meets Ministry criteria for alternative educational programs or have a hearing loss which, in combination with additional language-based deficits, significantly impacts upon his/her educational development
- requires an individualized program which may include direct service instruction for at least 50% of the day
- has received within the past year a pure tone and speech reception audiological assessment and a speech/language consultation or assessment by a Speech and Language pathologist

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has a need for less intensive level of support or needs that could be met in a regular class with support, including a teacher of the hearing impaired
- has a significant positive change in the level of hearing
- has social and/or academic needs that can be better met in a different type of special class

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AUTISTIC CLASS

ADMISSION: A candidate for admission to an Autistic class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Communication/Autism
- would benefit from a structured setting with emphasis on behaviour management strategies, social and communication skills development
- has received replacement programming for 50% or more of the school day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has social and/or academic needs that can be met more successfully within a different special class, special day school, or regular class
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

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PRIMARY ASSESSMENT CLASS

ADMISSION: A candidate for admission to an Assessment class should demonstrate all of the following:

- has evidence of factors which significantly affect educational performance but the most prevalent exceptionality cannot yet be determined
- has an inability to profit educationally within a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations
- a system I.P.R.C. has gone into recess until required information is gathered through observation and assessment
- student is age appropriate in Grade 1 to 3 inclusive

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- an exceptionality can be specifically determined and the system I.P.R.C. will reconvene to determine identification and placement
- the ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

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COMPREHENSIVE CLASS

ADMISSION: A candidate for admission to a Comprehensive Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disabilities (with below average intellectual ability) OR Intellectual - Mild Intellectual Disability (with documented academic achievement above assessed cognitive ability)
- has received replacement programming for 50% or more of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with emphasis on intensive academic development with a focus on repetition, reinforcement, concrete examples and compensatory strategies

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

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MULTIPLE CLASS

ADMISSION: A candidate for admission to a Multiple class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Multiple
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- requires a multifaceted approach to education
- has significant physical limitations or ongoing medical issues

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical, academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

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#4

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

To SEAC members:

This is very definitely a draft. You will note places where I had enough difficulty delineating members' concerns that I have simply given them a heading without including explanation and details.

I'm trusting that you will help me to expand and clarify these. I don't intend that this should be a letter from me, rather from the SEAC, but I know writing a letter by committee (especially one as large as ours) is next to impossible, so I just wanted to get something down on paper as a starting point for discussion.

Please read it carefully before the meeting so that we can deal with it effectively on the 28th.

Yours,

Bev Shepard

Ministry of Education
Mowat Block
Queen's Park
Toronto

Dear :

The Hamilton-Wentworth District School Board's Special Education Advisory Committee submits this memo, accompanying our Board's Special Education Plan, to make you aware of the areas in which SEAC members still have concerns with the policies and/or practices in Special Education.

Members of SEAC were involved in the preparation of the Plan, as detailed in the Plan itself; however, although we participated in the preparation of the document, we do not have significant influence over the actual programmes and services being offered nor the way in which they are delivered. Rather, while we make recommendations, the programmes and services are usually driven by budget considerations, collective agreements, principals' preferences, and a variety of smaller influences over which we have no control.

Here are our primary areas of concern:

1. We have doubts that the rights of all children are being protected in the plan as it now stands. For one thing, even in areas where Board policy on special education programme and delivery is clear and acceptable, there is inconsistent application of the policy from school to school, and a lack of accountability for adherence to Board policy. This situation makes it very difficult to counsel parents effectively and results in unfairness for special students. We would like to see Board policy applied and adhered to consistently throughout the system.

   In addition, although our parents' guide clearly states the rights of parents, we find that parents do not always receive the guide and, contrary to its spirit, often sense pressure in IPRC meetings to consent to a particular placement even when they have their doubts about its suitability. We would like to see parents always informed of their rights, including the right to take some time to make up their minds about placement decisions following an IPRC meeting, and subjected to pressure tactics.

2. We feel considerable distress over budget issues. Members believe that the SEAC has been given virtually no opportunity for input into the special education budget process. We are aware that budgeting at the Board level is made more difficult by the complex and ever-changing structure of the Ministry's funding model; therefore some of our concerns around budget may be due to Ministry rather than Board actions. We have the following specific complaints:

There is insufficient funding for Educational Assistants. This results in pressure to place some students in special classes even when regular class placement would better meet their needs. The funding model does not sufficiently recognize the need for E.A.s for children with physical disabilities but little need for curriculum modification.

(a) The criteria for ISA funding are changed too frequently. It is impossible for us to guide parents through the IPRC process when the restraints that determine their options are constantly in flux.

(b) Special education funding should be available at any time of the year, to account for new children in the system and changing needs.

(c) The entire budget process should be more transparent to SEAC members.

2. There are several area of problems for high school exceptional students. (SEAC: more details here.)

   (a) alternative education
   (b) vocational education
   (c) students who are in school but are not receiving secondary school credits

3. The gifted programme is rife with uncertainties and insufficiencies.

   (a) Screening for possible giftedness - the most comprehensive method of recognizing students who should receive individual testing - is in doubt, and other methods are subjective and inefficient.

   (b) The continuation of special classes in grades 4-8 appears to be in jeopardy, despite the fact that amalgamation has added a new contingent of parents eager to have their gifted children considered for such classes.

   (c) The one secondary school in the system which offers congregated classes for gifted students has lost the learning resource teacher who coordinated IPRC reviews for these students and aided in many aspects of programming for them.

5. Other specific exceptionalities have concerns:

   (a) As mentioned in the answers to the Ministry's questions, there is an insufficient range of options for developmentally-delayed students. (SEAC: more details here.)

   (b) Without specific recognition of children with ADD or ADHD at the Ministry level, making appropriate placement decisions for these children is very difficult.

   (c) Children with Tourette's Syndrome or Obsessive-Compulsive Disorder do not fit into the present categories of exceptionality (unless they are also learning-disabled, gifted, etc.)

An identification as Behavioural, based on their symptoms, often results in placement in a Behavioural class, which is likely to exacerbate their problems. Identified children with TS and OCD do not meet the funding model criteria for an EA, who could ensure successful outcomes. When these children exhibit depression and cannot function, there is no follow-up, and they fall through the cracks of the system. We would like to see a continuum of services arranged with the full spectrum of TS symptoms considered when decisions are made on their behalf.

draft

#5

ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO
SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO
2 Bloor Street West, Suite 100-156
Toronto, Ontario M4W 2G7
(416) 925-6136

Date: May 6, 1999
To: Ministry of Education and Training
900 Bay St.
Toronto, ON M7A 1L2
From: Representatives from the Association for Bright Children, Hamilton Area Chapter,
to the Hamilton Wentworth District School Board SEAC
RE: MINORITY REPORT - a deposition to accompany the HWDSB Special Education Plan for 1999-2000

The Association for Bright Children, Hamilton Area Chapter, does not believe that the rights of all children are protected in the Special Education Plan of the HWDSB for 1999-2000. We do not approve of the Special Education Plan of the HWDSB for 1999-2000 for the following reasons:

1. This is less a plan than a description of present policy and practice of the Board, and it shows a picture very different from the picture which seems likely to pertain in the next school year. Draft proposals of the Board administration for 1999-2000, which are not presented in the Special Education Plan, include the following:

a. the number of gifted special classes will be significantly reduced, partly as a direct result of the elimination of board-wide screening of grade 3 students for giftedness this year; no students presently in gifted special classes will lose their placements, but classes will be mixed-grade, rather than grade discrete;

b. the location of gifted special classes will be changed, but not in such a way as to facilitate access to the classes by students in the area of the former Wentworth County Board and not in a way that will utilize the teachers who are experienced in teaching gifted students (our most experienced teachers have been declared surplus within their schools);

c. the screening of all children in a specific grade for possible giftedness (and for other exceptional characteristics, such as LD) by means of the OLSAT is to be done in grade 4 rather than grade 3, meaning that the gifted special classes will begin in grade 5 rather than in grade 4;

d. there have been a number of requests to re-instate the Raven's Progressive Matrices for more reliable identification of gifted students for whom English is not their first language; to this point in time, there is no reflection of this in the Special Education Plan;

e. the self-contained secondary gifted programme at Westmount Secondary School, which Board administration does not acknowledge in the plan being submitted, has been and will continue to be gravely compromised by the recent elimination of the Learning Resource Teacher;

f. up to 45 special education and learning resources teacher positions and more than 15 special classes across the board are targeted for elimination for the upcoming year.

2. In respect of gifted education, the differences between what is presented in the accompanying "plan" and what is likely to be the actual situation next school year are not in the interests of the students. In particular, they discriminate against students in the former County Board; they contravene the well-founded Early Intervention Policy of the Ministry; and they will cause undue disruption and hardship for students already in the special classes.

3. Changes that have occurred since January 1998 such as special class reductions, reductions in the number of Learning Resource Teachers, and loss of the itinerant gifted teacher in the former Wentworth area, contravene the directive from the Operations and Field Services Branch of the MET of February 19, 1998, namely: "the expectation [is] that in the meantime (amalgamation period), as much as possible, services offered by the new District School Boards will be maintained *at least* at the current levels offered by the `old boards' unless specific approvals are received to do otherwise."

4. The changes are not consistent with the recommendations being formulated by the Board's own Gifted Review Committee. Most if not all recommendations from this committee had in fact been prepared by its subcommittees and presented to the committee in December 1998. However, the school community at large has been told that the whole area of gifted education is "still under review" by the committee, with the implication that much of the work is still ahead of us. This includes areas that the review committee has not been able to address, such as class location. This issue - and several other special education issues, such as development of admission/demission criteria, which are also under review by other committees - are in fact being dealt with and recommendations about it are being made by a retired former teacher under contract to the Board.

5. Proposals are being sent to principals across the board in a piece-meal fashion which appears to us likely to undermine the gifted program. None of the directives is in keeping with proposals by the review committee, which has not been kept informed of these various notices. The result is that the gifted programs are being put at risk. This type of practice demonstrates a lack of respect for the expertise, time, and collaborative efforts of the many committee members involved who now find that their work has been quietly set aside in favour of exclusionary decision making.

6. The changes place the HWDSB in contrast to the HWCDSB and other nearby Boards, which are maintaining or improving services and programmes for gifted children.

7. The changes appear to the Association for Bright Children to be risking eventual elimination of special classes for gifted students, contrary to the requirement to offer to exceptional students a continuum of placement options, consistent with parents' wishes. This perception of ABC representatives is not an idle fear: this process of gradual undermining of special classes resulting in their elimination occurred in the former Wentworth County Board ten years ago.

8. Although our report has focused on our concerns directly related to gifted students, it is important to note that there are other proposals which will be equally devastating to many children of varying exceptionalities. The recently presented proposal to eliminate up to 45 special education and learning resource teachers and the elimination of more than 15 special classes has created fears that this Board is not fully addressing the needs of exceptional children. The available spaces will be filled by priority ranking of the needs of all exceptional students instead of determining the needs of each child and providing appropriate programming in the most enabling setting for that child, whether this means a self-contained class or integration into a regular class or something in between. In addition, this proposal includes a plan to staff schools with Learning Resource Teachers based on total school population, which does not relate directly to the diverse and specific needs of each school's student population.

We do not understand the reason special education services are being eroded when recent policy from the Ministry of Education and Training, and confirmatory letters specifically from the Honourable Dave

Johnson, have continually reinforced the principle of ensuring that all identified exceptional children receive the most appropriate support to meet their needs, especially when we have been told there is an increase of approximately $800,000.00 to our (SEPPA) special education budget for 1999-2000. We at SEAC are not sure exactly how this money is being used as we have yet to be involved in the special education budget process in a meaningful way as directed by Regulation 484/98. When this very question was raised at our April meeting we were told that our comments are always forwarded to the appropriate committee. This is not "meaningful participation" - this is a one way street.

As representative and alternate of the Association for Bright Children to the Special Education Advisory Committee of the HWDSB, we request that the HWDSB Special Education Plan not be approved by the MET as it stands. We request that greater consideration for the development and maintenance of appropriate programming for gifted children be required by the Ministry and that the Ministry ensure that special education funding be in place to support these considerations.

We look forward to your response.

Respectfully submitted,

Beverly Shepard

Beverly Shepard,
ABC representative

Arlene Kappheim

Arlene Kappheim,
ABC alternate

Attachments:
- HWDSB Secondary School Course Calendar for 1999-2000, p. 39
- Westmount Secondary School Pamphlet on Gifted Program (1996)
- Screening and Identification Subcommittee Recommendations to the Gifted Review Committee (December 1998)
- MET: Ontario Secondary School Policy, Section 7.12, Special Education
- Memo to Principals, dated April 8, 1999

FIW4A Rédaction& Média/Creative Writing & Media
Develop greater proficiency in French language as you deal with the study and production of various media through activity-based research, group work, independent study, oral involvement and extensive writing activities. (Open to senior French Immersion students)

FIFOA Immersion French (offered in alternate years with FIGOA)
Refine and polish your communicative skills in French and review and extend your grammatical knowledge. *Reading materials from a variety of literary genres and other sources provide a base for group discussion and creative writing. Specific components of the course are to be done as independent assignments. (FIF3A)*

Prerequisites for FIFOA/FIGOA
Students beginning the OAC in Immersion French in 1995-96 and thereafter must have successfully completed a combined total of at least nine credits in French itself and other subjects taught in French.

Certificate of French Immersion

The certificate of French Immersion is awarded by the Board of Education as an adjunct to the student transcript. It provides evidence of a student's degree of involvement in the French Immersion program at the secondary level. This certificate is important for students applying to study at a French or bilingual post-secondary institute as well as for students intending to enter the workforce in a French or bilingual capacity.

Interim requirements for Immersion students graduating from secondary school (September 1989–June 1995):

1. Successful completion of Hamilton's elementary Early French Immersion Program or its equivalent.
2. Successful completion of at least eight secondary French Immersion Courses.
3. At least three of the eight courses must be senior division credits.

The requirements for the French Immersion certificate will increase in 1995-96 in keeping with the Ministry's planned increase in the prerequisites necessary for study at the OAC level. Students receiving the Certificate of French Immersion in June 1996 and thereafter must complete at least ten secondary French Immersion courses of which four must be senior division credits.

Courses Available to French Immersion students

ADA3AF Dramatic Arts
Advanced level: In addition to the activities outlined in ADA3G, participate in reading and writing assignments, leadership situations and activities involving critical thinking and appreciation, which will require you to be self-disciplined, self-motivated and a problem-solver. *Deals with the same topics as ADA3G but at a more academic level.*

HSC3AF Society: Challenge and Change
An introduction to Anthropology, Psychology and Sociology. Study such topics as: human behaviour, communication, culture, social institutions, conformity, deviance, aggression, violence, current social issues, the future. Receive training in the development of the thinking and learning skills essential for success in post-secondary studies.

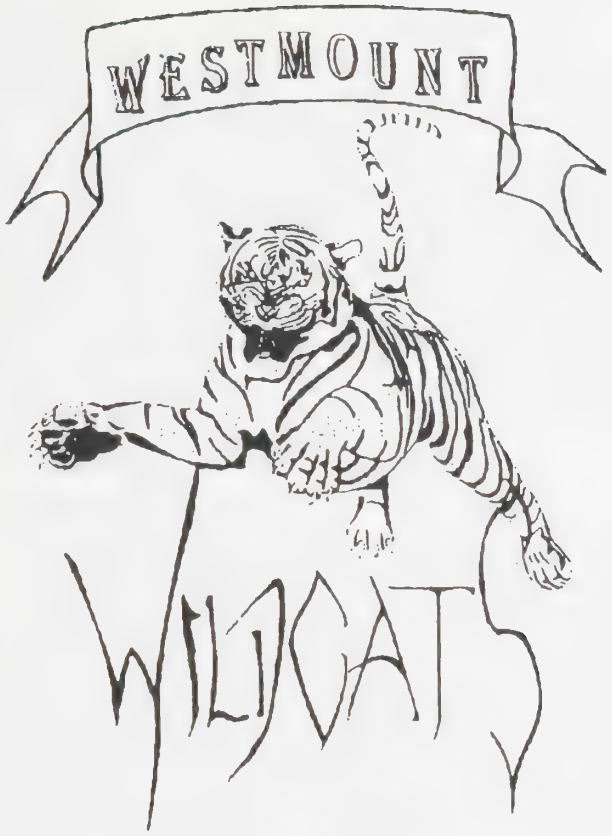
GCA2AF Geography – Canada
Develop important life and geographic skills as you look at local and more distant regions of Canada. *Stresses patterns and relationships by looking at important physical and human aspects and issues in Canada's geography.*

MAT2AF Mathematics
Please consult the Mathematics section on page 26 for a description of program and information on this course. (Grade 8 French Immersion or equivalent)

SNC2AF Science 10
Continue the themes of chemistry, physics, biology and environmental studies, building on the knowledge and skills developed in Grade 9 through topics such as the structure and function of organisms, heat, applied chemistry and waste management. *The emphasis is on lab activities. Completes the overview of science topics started in Grade 7. Recommended as a preparation for further studies in science at the advanced level.*

Gifted Program ✶Westmount

The self-contained secondary gifted program is situated at Westmount Secondary School. In grade 9 and 10 gifted courses are offered in Mathematics, English, Science, History and Geography. In grades 11 and 12 enhanced courses are offered in Mathematics, English, Science and Geography. Gifted and enhanced courses include more flexibility, creative problem-solving, critical thinking and allow for in-depth study. Differentiation, which makes the work more stimulating and interesting along with the self-paced program helps to meet the needs of gifted students.

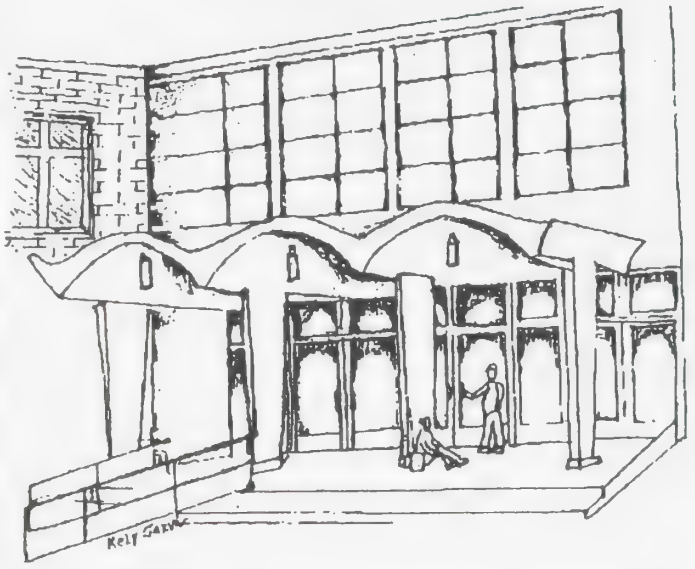


Westmount Secondary School
39 Montcalm Dr.
Hamilton ON
L9C 4B1

Gifted Learning
Resource Room- 385-3671
School Office-385-5395

Design and Layout by V. Boland, Greenleaves Photography

WESTMOUNT
Secondary School



CONGREGATED GIFTED PROGRAMME

July 1996

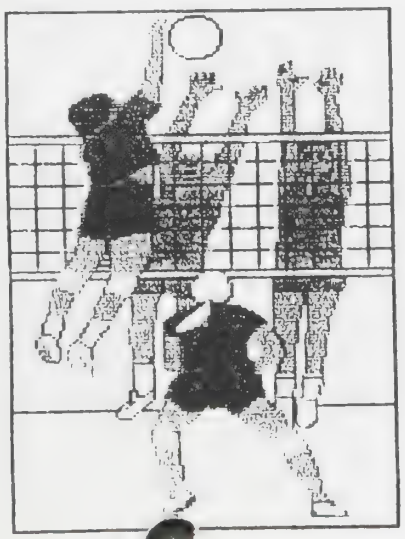
5-4

INTRODUCTION

The Secondary Congregated Gifted Program began at Westmount in 1985. Of the first group of grade 9 students, Christopher McLean and Rob Williams have recently accepted full scholarships to continue their science and mathematics studies at the masters level at the University of Toronto. Others are completing university studies in a wide variety of areas. The program has grown and developed in order to meet the individual needs of many more students.

Currently there are131 identified Gifted students at Westmount. The talent and intelligence of this group of young people is shown in every facet of school life. The 1996 Drama program ending with the production of *Jesus Christ Superstar* showcased the talent, heart, and teamwork of a very special group of students.





Scholarship, Athletics, Music, Arts, Student Government and all other activities show the full range of abilities and talents. Westmount's unique self-paced school program is ideally suited to students who are able to progress more quickly. Self-pacing also allows students to pursue ideas to greater breadth and depth.

Gifted students encourage and enrich each other's understanding.

GIFTED LEARNING RESOURCE TEACHER

The GLRT is responsible for:

- -developing Individual Pupil Plans and Annual Reviews
- -assisting gifted students in the negotiation and follow through of specific learning activities
- -assisting students experiencing difficulties with time management/organizational skills
- -facilitating student attendance at conferences, workshops, and summer programmes
- -working with the administration to review gifted programme
- -arranging "buddy days" and activities in September to enable incoming grade 9 students to make a smooth transition to Westmount
- -providing emotional support and encouragement
- -assisting with communications with parents
- -facilitating the acquisition of information available outside the school
- -liaising with the guidance department concerning scholarship opportunities
- -assisting teachers in modifying programme to meet student needs

OPPORTUNITIES FOR GIFTED STUDENTS

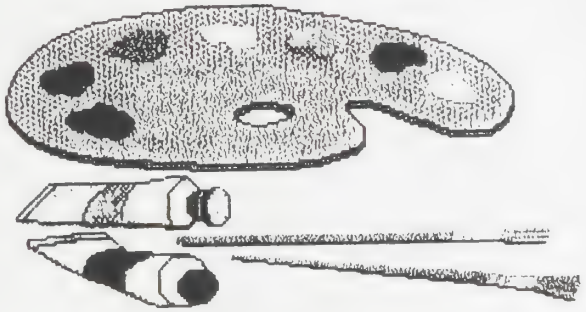
In addition to the large number of extra-curricular school opportunities, there are numerous conferences, enrichment courses, contests and activities throughout the year in which students can participate. Some examples include the Model United Nations, Computing Insights, Shad Valley and the Student Literary Association. A complete list of opportunities is available from the GLRT in the Gifted Resource Room. (905-385-3671)





Flexibility is built into the program in terms of topics covered, data sources used, and products produced. In the Gifted English program, units of work are negotiated such that a personal program for each student is developed. This program would be designed to strengthen the student's weaknesses and capitalize on his/her abilities and interests. Choice of products is an important component of science and geography courses.

Gifted students at all levels are encouraged to negotiate with their teachers in making choices concerning products, data collection, data analysis, etc. Throughout their years at Westmount, students assume an ever greater responsibility for their learning. Part of the teacher's job is to encourage students to be creative and to take some control over their own learning while at the same time ensuring that all areas of the subject are addressed and that the students do not have any 'gaps" in their knowledge or coverage of the subject.



The end result of this program differentiation at Westmount has been the creation of a unique and challenging curriculum for all gifted students. It is a curriculum which opens doors as opposed to building tunnels, a curriculum that builds on strengths while addressing weaknesses.



Being together also provides a dimension greater than the sum of the parts.

Westmount's students provide a culture of high tolerance for individual differences in culture, ideas, and ideals. The support that they provide for each other encourages the highest achievement possible.



While marks are only one indicator of growth and development, a comparative study of 234 gifted and "bright" (functioning within Superior range) students indicated significantly higher results in several areas.

There were significant differences in the results for Gifted students in self-contained classes over regular class placements. A comparison of the marks of the two groups for the 40 secondary school courses revealed that students in Gifted Self-Contained classes consistently obtained higher marks than "bright" and gifted students in regular classes. The courses continue to be revised and developed. Our students consistently tell us,

" The self-paced program has made my first year of University so much more secure" (Alison Eagles, McMaster University, Graduating Class 1999)

"...other students in my courses have not learned to plan and set goals" (David Horachek, University of Toronto, Graduating Class 1999)

" I feel ready for the challenges of University" (Winston Teo, McGill University, Graduating Class, 1999)

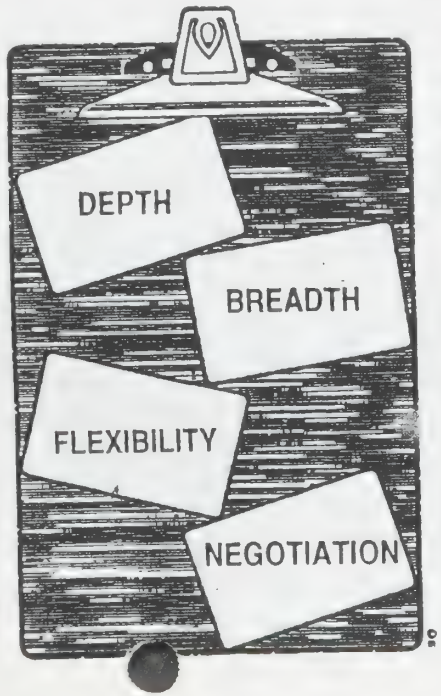
BACKGROUND

As part of an ongoing review process, a new committee was initiated at Westmount in the fall of 1995. The members include a Learning Resource Teacher, teachers of the Gifted courses, a Vice-Principal and the Principal. The team was created in order to review the Gifted programme. The recommendations from the review team are now being implemented.



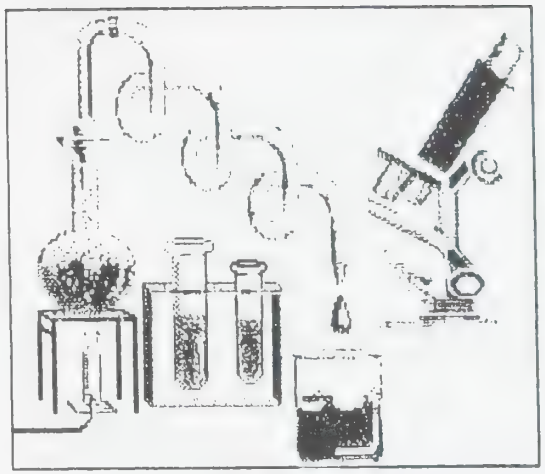
PLAN

The team meets, discusses, and plans around our gifted curriculum and student needs. A survey provides the gifted students with an opportunity to tell us what is working and what needs a new direction. We view ongoing communication with parents/ students/ teachers as a necessary component in the future programming of our Gifted Students. We are cognizant of the need for continued review to establish a model that will best prepare our students for the 21st century.



DIFFERENTIATION OF PROGRAM

"Differentiation" means that the program is recognizably different from the curriculum offered to non-identified students. Gifted education at Westmount is based on four concepts or principles: **depth, breadth, flexibility**, and **negotiation**.



Concepts and content can be gone into in greater depth in the self-contained gifted classes. For example, some of the algebra to be studied in grade 10 math is introduced in the grade nine gifted mathematics class. The once a week laboratory work in gifted grade nine mathematics is specifically designed to allow gifted students the opportunity to look at the subject in more depth and with more creativity.

We are careful not to equate the term breadth with the concept of "more". Gifted students can often assimilate content and concepts more quickly than the regular stream. Higher order thinking skills such as synthesis and evaluation can be addressed more often in congregated gifted classes. Some content and concepts can be compressed or presented in a different manner. Sometimes the rote or practice components of learning guides can be shortened. This allows the teacher to go "further afield". For example, in the grade nine Environmental Studies unit in Geography, the gifted students deal with the idea of global cycles such as the carbon or nitrogen cycles. This is not a component of the regular program. In the grade nine History program gifted students are able to develop a new constitution and explore the growth of the Canadian identity during the two world wars - topics not covered in the regular program.



IDENTIFICATION CRITERIA & SCREENING SUBCOMMITTEE

December 8, 1998

BACKGROUND

City

The gifted program in city schools was implemented in 1983/84. Students in the primary grades (1 to 3) were nominated by teachers and informally screened by primary gifted learning resource teachers. Students selected by this process were not formally identified. Initially, selected students were withdrawn for enrichment activities in their own schools on a weekly basis. Then the format was altered to cluster groups which occurred approximately once a month. Students from several schools were grouped in one school location for enrichment activities. The rationale for the cluster groups was that the combination of students from several schools would provide more challenges and stimulation for them. The primary withdrawal program was discontinued after a few years because of cost factors, such as transportation.

Formal identification of students began in Grade 3. Students in Grade 3 classes were screened for further individual testing for gifted identification by means of three standardized tests administered to the whole class. They were: Raven's Progressive Matrices, Otis-Lennon School Ability Test and Canadian Achievement Test. In addition, parent or teacher nomination would also lead towards individual testing. The combination of the three standardized tests as a screening tool has proven to be quite satisfactory. Selected Grade 3 students were administered the Wechsler Intelligence Scale for Children (WISC) in April. After formal identification at the end of Grade 3, students have a choice in accessing gifted classes or remain in regular classes with recommendations for enrichment.

Students from Grade 4 to secondary level have been referred for individual testing through parent or teacher nomination, and screened by the school DART (Level 2) team. Canadian Achievement Test results from Grade 5/6 were often used as screening measures. Referral and individual testing occurred at any time during the school year.

Changes to the screening process were made since 1996/97 for a number of reasons. The Canadian Achievement Test was no longer administered to Grade 3 students, with the implementation of provincial testing, the Equality Quality Assessment Organization (EQAO), in Grade 3. The Otis-Lennon was also not administered because of the cost. To replace these two standardized tests, a teacher checklist was designed with items incorporated from published checklists. An initial pilot study involving teachers of 12 schools found the checklist to be fairly valid as a screening tool when combined with the Raven's Progressive Matrices. However, when used as a city-wide screening tool, its reliability and validity was disappointing. It appeared that the checklist was a valid screening tool only when given to experienced teachers and there was too much variability in teacher rating due to "rater bias" when implemented city-wide, (i.e., some teachers were overly-generous in their ratings and others were overly-rigorous). In reviewing the screening procedure which included the teacher checklist and Raven's after a two-year implementation (1996/97 and 1997/98), Psychological Services staff has concluded that this screening procedure is not satisfactory and questions whether it selected the appropriate students for individual testing.

County

Although the county board had at one time identified students board-wide and provided varying levels of programming through some self-contained classes plus withdrawal programs, this changed several years ago. During the past several years, although students can still be identified throughout the county, the preference of special educators has been to recognize but not formally identify gifted students and to attempt to program appropriately for them within their home schools. Although self contained classes were discontinued, withdrawal and in-class support were provided with imperfect consistency by a resource teacher in each school, supported and supplemented by the itinerant teacher of enhanced programming.

RECOMMENDATIONS

The Gifted Screening and Identification Subcommittee, composed of Rick Clark, Arlene Kappheim, Bev Shepard and Cynthia Wilkinson, deliberated various options for gifted screening.

We feel that the screening process needs to be multi-faceted and multi-staged. It should begin with the early identification process in Kindergarten which is in keeping with the MET document titled "The Kindergarten Program 1998", ISBN 0-7778-7384-2. This document makes references throughout to meeting the needs of exceptional students, *including those with advanced abilities*. A curriculum-based screening tool needs to be developed, in consultation with curriculum consultants for Kindergarten and primary grades, to recognize those students who demonstrate advanced abilities at that level. Students so noted would not be formally identified but Individual Education Plans (IEPs) would be written and appropriate programming implemented to provide appropriate challenges and enrichment in their programs. Such IEPs would be reviewed regularly by parents and teachers in conference. We do not recommend individual testing for formal gifted identification before Grade 3 because children are still at the Concrete Operational Stage of cognitive development before age 8.

Information about Special Education services and procedures for accessing them should be provided to all parents in a reference pamphlet at the beginning of their child's school career. This will assist parents to become adequately informed and encourage communication with their child's school regarding specific special education concerns that may arise.

We recommend that individual testing for formal gifted identification occurs from Grade 3 and above. We deliberated various alternatives to the Grade 3 grade-wide screening to select students for individual testing. Parent or teacher nomination, and further screening of the nominated students through Systems meetings is likely the least costly process. But it is a very subjective process. We feel that an objective screening process should also be implemented to screen ALL Grade 3 students. We propose administering the Otis-Lennon School Ability Test to all Grade 3 students during January or February. There is a new version of the test, the 7th edition, which has verbal and nonverbal items. This test has been used in both city and county schools and by other boards as well, e.g. Halton County Board. The cost of the Otis-Lennon test material will be approximately $18,500 (yearly) based on an estimate of 4500 Grade 3 students within the school board. The scoring of the test could be done by teachers or by a board secretary (with some

inservice training). There will be additional cost if the scoring is done by a secretary but it will lighten the workload for teachers.

In addition, we suggest that the Raven;s Progressive Matrices be administered to Grade 3 classes with a large number of ESL students, to provide a culture-fair screening measure.

We feel that the identification criteria adopted by the former city board which are currently being considered as the criteria for the HWDSB, are appropriate. After the screening process, individual testing using the Wechsler Intelligence Scale for Children, could occur in April. Based on past experience over the last 14 years in city schools, the most cost-efficient way is to hire graduate Psychology students to administer the WISC during a consecutive period of two to three weeks. They have been trained through their university programs to administer tests. Graduate students are usually available after the first week of April. Then formal identification (IPRCs) could be scheduled in early June, as they have been in the city.

The selection of students from above Grade 3 for individual testing could utilize results from EQAO from Grades 3 and 6, Canadian Achievement Test administered to Grades 5 and 8 students and exemplars of reading, writing and mathematics published by the Ministry of Education. It is anticipated that the majority of students will be formally identified at the primary/junior level with fewer being identified at the middle school level, and only occasionally at the secondary level, as has historically been the case in both city and county schools.

The amalgamation of the city and county boards means that there are approximately 50% to 60% more Grade 3 county students to be screened, in addition to students in city schools. Between 1983/84 and 1994/95, there was a full-time Psycho-educational Consultant position for the gifted program for the city. Half of that position was cut at the end of the 1995 school year. In order to adequately coordinate the Grade 3 screening and individual testing processes, we recommend that the half-time Psycho-educational Consultant position for the gifted program be re-instated.

WE RECOGNIZE THAT THERE WILL BE A COST FOR GRADE 3 BOARD-WIDE SCREENING AND INDIVIDUAL TESTING. THIS COST MUST BE BUDGETED ON A YEARLY BASIS WITH CONSIDERATION THAT ALL STUDENTS WHO ARE SELECTED FOR FORMAL IDENTIFICATION WILL BE TESTED IN A TIMELY MANNER THAT WILL ALLOW THEM TO TAKE FULL ADVANTAGE OF SPECIAL CLASSES IF IT IS DECIDED THAT SPECIAL CLASS PLACEMENT WILL MOST APPROPRIATELY MEET THEIR NEEDS.

We strongly recommend that EFFECTIVE AND ONGOING IN-SERVICING OF STAFF, AT ALL LEVELS, IN USING THESE INSTRUMENTS AND PROCESSES IS ABSOLUTELY ESSENTIAL TO THE VALIDITY OF THE PROCESS.

IDENTIFICATION CRITERIA & SCREENING SUBCOMMITTEE - December 8, 1998

BACKGROUND	RECOMMENDATIONS	RATIONALE
Prior to amalgamation of the Hamilton and the Wentworth County Boards of Education, each board had a different policy of identifying gifted students and providing programming. The city board had consistently identified and provided self-contained gifted classes for grades 4/5, 6 - 8 and 9,10 for the past 14 years. Although the county board had at one time identified students board-wide and provided varying levels of programming through some self-contained classes plus withdrawal programs, this changed several years ago. During the past several years, although students can still be identified throughout the county, the preference of special educators has been to recognize but not formally identify gifted students and to attempt to program appropriately for them within their home schools. Although self contained classes were discontinued, withdrawal and in-class support were provided with imperfect consistency by a resource teacher in each school, supported and supplemented by the itinerant teacher of enhanced programming.	1. That the HWDSB develop and implement a screening process that; - is multi-faceted and multi-staged - begins with the early identification process in Kindergarten to recognize students with advanced abilities - includes board-wide screening of all grade three students through the use of objective screening / identification tools for formal identification - involves parent input prior to testing and takes into consideration relevant social/emotional concerns - encourages ongoing parent and teacher evaluation to consider students for further testing at various times throughout their academic career other than JK/SK - Primary and grade three.	• From recent experience, psychological services recognizes that parent and/or teacher nomination alone are neither adequate nor accurate in selecting appropriate students most likely to be identified as intellectually gifted and that screening with a teacher checklist does not provide the necessary objectivity. • MET recognizes the need for early identification and appropriate programming to meet the needs of exceptional students *including those with advanced abilities* as per Kindergarten Program 1998. • For a variety of reasons, students may not be identified during the grade 3 screening process. Parents and teachers need to continually assess and consider students for nomination for gifted testing.
Individual testing for formal identification is not generally recommended below grade three. This is based on the understanding that children are still at the Concrete Operational Stage of cognitive development before age eight.	2. That a joint committee be established; - to develop an appropriate screening process which will as reliably as possible, recognize kindergarten and primary students with advanced abilities and therefore, the potential to eventually be identified formally as intellectually gifted - that has representation from Lynn Howerth-McKue the primary consultant, members of the Gifted Review Committee and SEAC	• It is recognized that bright and gifted children who are not appropriately challenged often learn to underachieve as early as kindergarten and primary grades. Therefore, it is important to try to recognize these children and ensure that appropriately challenging opportunities are provided for them. • The development of an Early Recognition Screening Process for advanced learners would ensure consistency and accountability
In the past, only formally identified students had an IEP. Regulation 181/98 now states that students who required modified programs should also have an IEP which is not dependent on being identified.	3. That an Individual Education Plan (IEP) be developed and implemented for all students who are recognized as demonstrating advanced abilities	• IEPs are an effective tool when developing and ensuring implementation of appropriate programming prior to formal identification.
OLSAT is considered acceptable as a group screening tool to assess academic achievement. It	4. That all grade three students be tested using the Otis-Lennon Scholastic Ability Test (OLSAT) and that this be; - Administered in Jan./Feb. of each year - be marked by the most reliable and cost effective manner determined	• OLSAT was used in the former city board as part of the gifted screening process. Based on prior experience it is considered an appropriate tool for assessing academic achievement. • Students are not currently involved in board-wide testing during Jan/Feb. This also fits with an

BACKGROUND	RECOMMENDATIONS	appropriate schedule for WISC III testing &IPRC RATIONALE
It is generally recognized that students for whom English is not their first language tend to perform poorly on many of the academic achievement tests available. The city board previously included Raven's Progressive Matrices to ensure that ESL students and students with language difficulties would be captured in the screening process.	5. That ESL students also be screened using the Raven's Progressive Matrices.	• Raven's Progressive Matrices is considered a language and culture-fair screening measure.
Both the former city and county boards used the WISC III as their primary tool for formally identifying students as intellectually gifted.	6. That students who have been determined through the screening process, to be potentially gifted be tested individually using the WISC III (Canadian).	• WISC III is considered an acceptable test for identifying children as intellectually gifted. It is also used to identify other exceptionalities including learning disabilities which are acknowledged as a concern with a significant number of gifted children.
	7. That the former city board's identification criteria which are currently being considered as the criteria for the HWDSB are appropriate as guidelines for identifying gifted students, with the re-instatement of the Raven's Progressive Matrices for ESL students.	
The use of graduate psychology students to administer grouped WISC III tests has historically been found to be economical, reliable and conducive to accomplishing large numbers of tests in a relatively short time frame.	8. That the WISC III be administered; - by graduate psychology students under the supervision of an HWDSB psychologist / psycho-education consultant - in April to take advantage of the availability of graduate psychology students which is a cost effective way of administering these tests.	• This is a cost efficient way to administer the WISC III testing on a relatively large scale basis as part of a group screening process. • Graduate psychology students are available at this time of year and this also fits with an appropriate schedule for Otis-Lennon / Raven's testing & IPRCs. • Staff psychologists will be responsible for administering WISC III tests for students in other grades and at other times throughout the year.
	9. That the cost of the gifted identification process be budgeted on an annual basis with consideration that all students who are selected for formal identification will be tested in a timely manner that will allow them to take full advantage of special classes if it is decided that special class placement will most appropriately meet their needs.	• The cost of the gifted identification process is relatively predictable. • Since it is likely that special class placement may be considered the most appropriate placement option for a significant portion of identified gifted students, it is important to co-ordinate the testing and IPRC process so that numbers and locations of classrooms, assignment of teaching staff and transportation considerations can be dealt with in a timely manner and in co-ordination with the

		scheduling needs of these other areas.
BACKGROUND	**RECOMMENDATIONS**	**RATIONALE**
Past experience of the former city board has shown that on-going in-service of staff responsible for administering screening tests is essential for valid results.	10. That ongoing in-servicing of staff, at all levels; - be developed and maintained with focus on understanding and administration of tests and processes that will encourage accurate, objective and effective screening and identification of gifted students.	•
Prior to amalgamation, the Psychological Services staff of the former city board was reduced by 0.5 FTE position at approximately when the board had eliminated the use of several board-wide tests. This staffing level will not be adequate with the re-establishment of board-wide testing plus the increase in number of students to be screened as the result of amalgamation	11. That an additional 0.5 FTE psycho-education consultant position be added to Psychology Services staff complement.	• This staffing adjustment is needed to ensure adequate and appropriately qualified staff to effectively administer testing to the number of students being tested in amalgamated HWDSB.
	12. That all parents receive a reference pamphlet at the beginning of their child's school career that; - Provides information about Special Education services and procedures for accessing them should they be needed - Encourages parents to communicate with their child's school regarding their concerns	• In keeping with a philosophy of 'Parents as Partners', it is important that parents are assisted to become adequately informed about issues that may at some time be relevant to the academic success of each child. • It is also important that parents and teachers are encouraged to communicate regularly about concerns that may affect students' success
EQAO tests are an assessment of standards not standardized tests. Retrospective review of test results for identified gifted students has shown that they do not accurately reflect the academic achievement of gifted students. CCAT results are no longer available in HWDSB to be useful during the grade three screening process. However, they should be considered for ongoing assessment at higher grade levels when the results are available. Although, we do not currently have experience with the new MET exemplars, it is presumed that they may, in time, be a useful indicator as part of the screening process.	13. That the results of the following may be taken into consideration while screening students for gifted testing when appropriate; - Canadian Achievement Tests (grades 5 and 8) - MET reading, writing and math exemplars - EQAO tests (grades 3 and 6)	• While this group of tests and evaluative tools are not considered acceptable for identification purposes of intellectually gifted students, they may provide substantiating or contradictory evidence as part of a process when assessing a student's potential for being identified as gifted.

7.12 Special Education

All students identified as exceptional must have access to an education that will enable them to develop the essential knowledge and skills they need in order to participate in the life of Ontario's communities. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs. Specific procedures are set out in the regulation governing the identification and placement of exceptional students. The regulation also provides for the regular review of the identification and placement of a student and for the appeal of identification and/or placement decisions with which parents disagree.

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a parent of a student, the principal of the school must refer the student to an IPRC for a decision as to whether the student should be identified as exceptional and, if so, what his or her placement should be. The principal may also, on written notice to the parent(s), refer the student to an IPRC. The parent(s), as well as a student who is sixteen years of age or older, can also request that the IPRC discuss proposals for ways in which the student's needs can be met. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student.

The regulation governing the identification and placement of exceptional students provides that an IPRC will, before considering the option of placing a student in a special education class, consider whether placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with parental preferences. For students whose needs cannot be met entirely in the regular classroom, a range of placement options must be available. These options include placement in a special education class for the entire day; placement in a special education class with partial integration; placement in a regular class with withdrawal to receive instruction outside the classroom by a qualified special education teacher for part of the day; and referral to a provincial committee for consideration of eligibility for admission to a Provincial or Demonstration School.

When an IPRC identifies a student as exceptional, the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained. An IEP must be developed within thirty days of the placement of an exceptional student in a particular program. The parents must be provided with a copy; the student must also be given a copy if he or she is sixteen years of age or older. *For details on the development of the IEP, see sections 5.4.1: Developing the Student's Individual Education Plan and 5.4.2: Developing the Student's Transition Plan.*

An IEP may also be prepared for students with special needs who are receiving special education programs and/or services, but who have not been identified as exceptional by an IPRC.

Exceptional students, as well as other students who are not identified as exceptional but who have an IEP and are receiving special education programs and services, should be given every opportunity to achieve the curriculum expectations set out in the provincial curriculum policy documents. For most students with an IEP, the curriculum expectations for a course will be the same as or similar to the course expectations outlined in the appropriate provincial curriculum policy document, except that accommodations such as specialized supports or services will be provided to help the student achieve the expectations. The student's achievement of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy

documents.

For some students with an IEP, curriculum expectations for a course will be *selected* from the appropriate provincial curriculum policy document and *modified* to meet the student's needs (these modifications can include changes to the grade level of the expectations). In addition, specialized services or other accommodations may be provided to help the student achieve the expectations. The student's achievement of the modified learning expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

A small number of students may require alternative expectations that are not derived from the expectations in the provincial curriculum policy documents. A student's achievement of these expectations will not be assessed according to the assessment policies in the provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

See also section 5.4: Program Planning for Exceptional Students and appendix 6: Meeting the Needs of Exceptional Students.

5-16

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

MEMO

Date: 1999 04 08

To: Elementary School Principals

From: Marguerite Botting, Superintendent of Instructional Services
Marie Bountrogianni, Supervisor, Psychological Services
Nancy Harper, Co-ordinator, Special Education

Re: Gifted Screening

A decision regarding the gifted program (e.g., identification, program delivery) was not made when the Transition Committee reviewed special education programs last spring. The Gifted Review Committee is currently reviewing the various facets of the program. Therefore, there will not be gifted screening for Grade 3 students this school year. The following issues continue to be considered:

1. Review of different practices in the former boards, as well as consultation with other boards in order to select the best practice for gifted identification within our program delivery model.

2. Decision regarding the testing instruments.

3. Determination of grade level as the optimum time for screening.

4. Review of all testing when added to EQAO testing.

5. Determination of school sites for gifted classes.

6. Decision regarding the composition of gifted classes.

Questions, suggestions or concerns can be addressed to committee members:

Marguerite Botting, Chair	Education Centre	527-5092 Ext. 2368
Rick Clark, Principal	Glen Brae	560-6732
Eileen Collins, Principal	Westview	388-1502
Jim Hayward	Community	573-9454
Libby Jenkins	Community	529-5472
Arlene Kappheim	SEAC	385-3839
Gord Lister, Principal	Mount Hope	679-4145
Hinda Levine	Community	526-9111
Anne Polewski	Community	648-8832
Rob Russ, Principal	Fernwood Park	383-3364
Sandy Shahbazi	Community	574-8713
Bev Shepard	SEAC	648-2853
Chuck Taylor, Principal	Dalewood	528-8631
Nora Lyn Veevers, Principal	Mary Hopkins	689-7905
Bob Waterhouse	Education Centre	527-5092 Ext. 2321
Cynthia Wilkinson	Education Centre	527-5092 Ext. 2424

:ha

c. Executive Council

Some characteristics generally associated with Able, Talented and Gifted Learners

Able, Talented and Gifted Learners may possess all or some of the characteristics listed opposite

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING

URBAN MUNICIPAL
NOV 5 1999
GOVERNMENT DOCUMENTS

November 3, 1999

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(B. Shepard - Chair; Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, V. Kerr Jaskiewicz, D. Marshall, B. Nabuurs, R. Peters, B. Pupols, P. Shennette, B. Shields, D. Stupple, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A Special Meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, November 10, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An agenda is attached.

Yours truly,

M. Matier
Director of Education and Secretary

kc

Encl.

Notice sent to all Trustees and Representatives

Note to members: Please bring your agenda package from the October 27, 1999 SEAC meeting.
If you require a copy of this package, please contact the minute room, ext. 2273/2274.

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

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V. Wylson-Sher - SEAC Vice-Chair

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jbishop@hwdsb.on.ca
Mulholland, Ray [Chair of the Board]
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Innes, Lisa [Alternate]
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Hamilton Association for Community Living
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haclb@wchat.on.ca

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
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lda@hwcn.org

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SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

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Revised: 11/01/99

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA

SPECIAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, November 10, 1999

Location: Board Room, Education Centre — **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda – ***continuation of the October 27, 1999 agenda --***

3. **Special Education Report** — N. Harper
   (a) Special Education Funding Update — M. Botting
   (b) Educational Assistant (E.A.) Update
   (c) Gifted Special Class: Enrolment of former Queen Victoria School Students

4. **Updates**
   (a) Presentation – School Health Support Services (1999/2000), Hamilton-Wentworth Community Care Access Centre — B. Nabuurs
   (b) Committees

5. **Business Arising from the Minutes**
   (a) SEAC Input re Striving To Become The New "Us" — Members
   (b) Update re Stop/Start/Continue Activity — B. Shepard
   (c) SEAC Letter to the Ministry re Concerns with Policies and Practices in Special Education – deferred from the September meeting — R. Peters
   (e) Parents' Concerns re Educational Assistants – deferred from the September meeting — V.Wylson-Sher
   (f) Presentation to the Board – deferred from the September meeting — B. Shepard
   (g) Concern re Accommodation Policy — B. Shepard
   (h) Minute Room Feedback re Agenda Mail Out — B. Shepard
   (i) Report of Ad Hoc Agenda Planning Group — H. Bushey

6. **New Business**

7. **Correspondence**
   (a) Easter Seals Parent Delegate Group — M. Botting

8. **Distribution**
   (a) Community Involvement
   (b) School Health Support Services 1999-2000 – **See separate package**
   (c) ABC Newsletter – **See separate package**

9. **Adjournment**

Future Meetings:

Board	Thursday, November 11, 1999	8:00 p.m.
Business Committee	Thursday, November 18, 1999	7:00 p.m.
Board	Thursday, November 25, 1999	8:00 p.m.
Special Education Advisory Committee	**Wednesday, November 24, 1999**	**7:15 p.m.**

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
OCTOBER 27, 1999

Present:
B. Shepard, Association for Bright Children, Chair of SEAC
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter, Vice-Chair of SEAC
J. Bishop, Trustee
R. Mulholland, Trustee and Chair of the Board
S. Andersen, Hamilton & Wentworth Councils of Home and School Associations
D. Bucsis, Learning Disabilities Association of Hamilton-Wentworth
N. Dalziel, Hamilton District Society for Disabled Children
Dr. D. Marshall, Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
B. Nabuurs, Hamilton-Wentworth Community Care Access Centre
T. Parker, Learning Disabilities Association of Hamilton-Wentworth [alternate representative]
R. Peters, Canadian National Institute for the Blind (CNIB)
B. Pupols, Down Syndrome Association of Hamilton
P. Shennette, Ontario Association for Families of Children with Communication Disorders
C. Vidic, Children and Adults with Attention Deficit Disorders
C. Vlahovich, the Children's Aid Society of Hamilton-Wentworth

Regrets:
H. Bushey, CHOICES – Supporting People with Developmental Disabilities
B. Shields, Hamilton Association for Community Living
D. Stupple, VOICE – for hearing impaired children
V. Kerr-Jaskiewicz, Hamilton and District Easter Seals Parent Delegate Group

In attendance:
M. Botting, Superintendent of Instructional Services
N. Harper, Special Education Co-ordinator

Also in attendance:
W. Dowling, PC-21 Principals' Council
L. Lawson, Hamilton-Wentworth Elementary Teachers' Local

1. Call to Order
The Vice-Chair called the meeting to order at 7:24 p.m.

2. Approval of agenda
It was moved by C. Vlahovich: That the agenda be approved.
CARRIED.

3. Approval of the minutes of September 29, 1999 and clarification of June 16 minutes
It was moved by J. Bishop: That the minutes of September 29, 1999 be approved.

The following revision to the September 29, 1999 minutes was requested:
- Page 4 – New Special Education Consultants – N. Harper noted the last sentence referring to Jerry Abrahams should read Jeremy Abrahams.

To the motion, as amended, **CARRIED**.

B. Shepard then referred to page 3, paragraph 3 of the June 16, 1999 minutes in which she wished to clarify further with B. Shields his intent. As B. Shields had called in his regrets this item was not discussed further.

4. Remarks – Chair

B. Shepard noted that after the last SEAC meeting there was a meeting with trustees and local Members of Provincial Parliament (MPP's) with respect to the Special Education funding shortfall. She explained that prior to that meeting through Jane Allison – Public Relations Officer, Brad Clark had requested a list of SEAC members and his request was denied. B. Shepard noted she had forgotten about the SEAC brochure which is public information, thinking only of the member list that is not public information.

B. Shepard read the regrets including H. Bushey who indicated he was unable to get the committee together to discuss the agenda planning task; however, a report would be brought to next month's SEAC meeting. B. Shepard noted this item was further down on the agenda and issues to discuss might include whether to schedule special presentations, invite a Ministry representative to discuss funding and decide whether to schedule some special meetings in order to complete a longer agenda.

5. Updates

Members

Canadian National Institute for the Blind (CNIB)

R. Peters had met with Education Minister - Janet Ecker and Gerrard Kennedy, Liberal Education Critic. He noted several representatives from the Hamilton-Wentworth District School Board including the liberal Member of Parliament Dr. M. Bountrogianni had presented to the House of Commons the plight of The Hamilton-Wentworth District School Board with respect to Special Education funding and the lack of Educational Assistants. R. Peters stated that Janet Ecker had indicated the Board should have confirmation of a meeting to try and resolve this issue by Friday, October 29, 1999.

Trustees

J. Bishop's updates included the following:

- Integration Checklist – A Guide to Full Inclusion of Students with Disabilities.
- Integrated School Communities – Ten Reasons Why.
- Special Education Funding Handout.

J. Bishop noted at the last full Board meeting the number of educational assistants was increased, and, although many of the difficult scenarios have been solved, the Board still needs approximately seventy-four additional educational assistants.

Hamilton-Wentworth Councils of Home and School Associations

S. Andersen reminded members of the Parent Conference being held on Saturday, November 13, 1999 at Sir John A. Macdonald Secondary School.

Hamilton-Wentworth Elementary Teachers' Local

L. Lawson introduced herself as the new representative from this group.

The Children's Aid Society of Hamilton-Wentworth

a) Over 150 foster families were honoured by the Society on October 15, 1999 at a dinner to kick off Foster Family Awareness week. Recognition awards were given to families for 1, 2, 5, 10,

15 and 20 years of fostering, as well as honourable mention of several families with more than 20 years of service. Special recognition was given to Barb Edwards for more than 50 years of fostering. Barb was also chosen by the Foster Parent Society of Ontario as Foster Parent of the Year.

b) Staff are attending training on the amendments to the Child & Family Services Act expected to be proclaimed by January 2000. Two new reasons for CAS involvement will be neglect and emotional abuse by parents. As well, Societies will be able to intervene earlier to provide services to families and protection to children, and the legislation will provide for shorter time frames for making permanent plans for children.

c) The new staff member responsible for Alternative Care programmes is Anne Hughes as Mary Almonte has taken early retirement.

Autism Society Ontario, Hamilton-Wentworth Chapter

Parent Guide - IPRC

V. Wylson-Sher voiced her concern that the Parent Guide - IPRC didn't seem to have been distributed early or widely enough, with some parents not receiving a copy until the actual review was conducted. N. Harper indicated a letter with 10 copies of the Parent Guide had been sent to every school with direction to give a brochure to those students who would be involved in an initial IPRC, not to distribute a copy to every family or at every review.

Other concerns raised by members were:

- Parent Guides should be provided to parents when there is an early identification. SEAC brochures should be given to SEAC members to make available when asked for by the community;
- Superintendents of Education need to stress to principals the importance of distributing this information to parents;
- Parents should be informed what IPRC's are before they occur, for example, offering workshops;
- SEAC brochures and Parent Guides need to be sent out sooner so parents are aware of what is available to them;
- SEAC could use its budget allocation to make additional copies of the SEAC brochure and Parent Guide.

When asked if the funding was an issue for printing extra brochures for the schools, M. Botting responded the expectation is that the School Budget Working Group provided funding to the schools for printing many documents.

W. Dowling agreed the direction was that the school make the Parent Guide available for each parent when their child begins the process that will ultimately lead to identification. She explained, however, that if the Board expects wider distribution then the copies should be made available to the school as there have already been so many reductions in school budgets.

At this time,

It was moved by J. Bishop: That SEAC strongly requests that the Superintendents of Education stress the importance of widely distributing the Parent's Guide and the SEAC Brochure within schools, and at the very latest these be presented to each parent at an in-school meeting.

CARRIED.

Educational Assistants

V. Wylson-Sher expressed concern over the short notice of notifying parents their child's educational assistant allocation. She wondered if there would be a way of advising parents of their child's educational assistant allocation for the following September before the end of the school year. M. Botting responded that principals had received the educational assistant allocation in late June to let parents know there were going to be reductions with respect to educational assistants.

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter

Educational Assistants

Dr. D. Marshall referred to an article on the front page of The Spectator on October 27, 1999, which expressed the frustration the Tourette Syndrome Foundation continues to feel with respect to the educational assistant situation. He noted that a number of their membership are not attending school right now due to the reduction in the educational assistant allocation.

ISA

Dr. D. Marshall expressed concern that many Tourette Syndrome students are being excluded from the school system also noting individuals with mood disorders or psychological disorders are not being well-served either. He then advised members of a parent who asked to look at the ISA documentation of their child and had been refused. M. Botting explained that if a parent supports an ISA claim this information is provided to them. N. Harper also clarified for members that after the ISA packages are reviewed they are returned to the school and placed in the OSR and parents have access to this information. She noted at this point all ISA 2 & 3 claims are back in the schools. N. Harper then responded to a query with respect to downgrading ISA reviews, stating that reviewers are not allowed to downgrade ISA profiles. She also noted that although we had double the ISA claims this year there was no additional funding as it had been frozen to last year's amount.

(d) Report of the Gifted Review Committee

M. Botting explained that this committee was developed from the former transition committee when the two former Boards first amalgamated. She pointed out that the committee met all year with major discussion around board-wide screening, special or regular classes with support and location or placement. She then called upon Dr. K. Short and C. Wilkinson who reviewed the report.

C. Wilkinson clarified the following points:

- Otis-Lennon testing seems expensive at the outset, however, over time the cost is reduced;
- Surrounding Boards ie. Niagara, Halton, Peel and Thames Valley conduct their testing in grade four;
- Grade four screening would be conducted in January when students are being prepared for EQAO;
- Grade four screening time is approximately one hour; grade three testing time is approximately two hours;
- Testing conducted before the age of eight is not a good prediction of how that child will do later in school;
- Testing would be administered by teachers who will receive in-service;
- After the results of the testing an IPRC would be conducted in June which would then be received in September for student placement;
- Grade four testing is supported because of the developmental aspect; children who experience false positives early on feel stress and disappointment when they feel they don't measure up.

Several members expressed concern over the decision to screen in grade four instead of grade three noting the following reasons:

- No written survey of principals had been conducted to confirm that grade three testing is not reliable;
- Students who are screened in grade four would not begin programs until grade five;
- Students with multiple diagnoses could be overlooked with a danger of false positives/negatives;
- Lack of conclusive evidence that the testing done between 1985 and 1997/98 showed false positives;
- The most at-risk students would not be identified using this methodology.

Dr. K. Short noted there is a danger in false positive and negative results from the testing; however many of those children do end up being helped through the Psychological Services Department. She noted this process isn't perfect but there are other avenues.

Acknowledging several members' concerns,

It was moved by B. Shepard: That SEAC pass this report to the Board expressing concern over the timing of the screening (moving the screening from grade 3 to grade 4) and concern over the appropriateness of the screening for students with multiple exceptionalities.
CARRIED.

Noting the time was 9:15 p.m., B. Shepard suggested a motion could be made to extend the meeting or to continue the balance of the agenda at a special meeting.

It was moved by C. Vlahovich: That the meeting be extended until 10:00 p.m.
LOST.

It was moved by J. Bishop: That the meeting be extended until 9:30 p.m.
CARRIED.

After some discussion on how the Committee should deal with the remaining agenda items,

It was moved by N. Dalziel: That a Special Meeting of the Special Education Advisory Committee be scheduled on Wednesday, November 10, 1999 at 7:15 p.m. to consider the balance of the October 27, 1999 agenda.
CARRIED.

6. Special Education Report

(a) Request from Secondary School Community Involvement Committee for SEAC Representation

N. Harper advised members this Committee had contacted her several weeks ago with a request for a representative from SEAC to sit on the committee. She briefly outlined that secondary students must fulfill at least 40 hours of community involvement prior to graduation and the Ministry had sent a memo outlining how Boards are to develop this program. N. Harper then referred members to page 10-(a) which gave a breakdown of the Committee. She noted the first committee meeting had been on October 20th and there was no time to request a SEAC representative, however, the next committee meeting is this Friday, October 29, 1999 from 9:00 – 11:00 a.m. at Saltfleet Secondary School.

Recognizing there would be sub-committee and large committee meetings twice a month with the committee determining the times, N. Harper asked for a representative. C. Vidic agreed to attend the first meeting on Friday, October 29, 1999 with the possibility of sharing this responsibility with another SEAC member.

(a) Admission-Demission Criteria Revisions – SEAC Representation

N. Harper pointed out the Admission/Demission Criteria policy had been approved at Board. She indicated the need for a SEAC volunteer to sit on the committee to look specific types of classes and meet several times to look at the class admission/demission criteria. She noted specifically the types of classes at this point are comprehensive intellectual, mild intellectual and comprehensive communication classes with Dr. Short and N. Harper co-chairing the meetings.

J. Bishop asked whether or not the Committee should be looking at making the special classes fit the description of the admission/demission criteria that had already been set. N. Harper responded there was a need to readjust classes in order to avoid massive waiting lists. She pointed out if direction were given from administration to increase the number of classes they would have gone that route.

At this time, B. Pupols noted her request to have the educational assistant allocation moved to the top of the agenda for the special meeting.

The meeting then adjourned at 9:40 p.m.

kc



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